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ABSTRACT

This report presents suggestions for elementary school improvement from the 22 elementary school principals who comprise the charter membership of the National Association for Schools of Excellence (NASE). Each principal has received national recognition for educating low-income students, usually by emphasizing strong school-business cooperation. The following examples of successful schools are reported: (1) Jose C. Barbosa School (Manhattan, New York); (2) Franklin School (Newark, New Jersey); (3) General Daniel "Chappie" James School (Brooklyn, New York); (4) Thomas Jefferson Elementary School (Pasadena, California); (5) Lee Elementary School (Milwaukee, Wisconsin); (6) Solomon Lewenberg Middle School (Mattapan, Massachusetts); (7) Lincoln-McKinley Elementary School (Havre, Montana); (8) Paradise Elementary School (Las Vegas, Nevada); (9) Dr. Roland N. Patterson Intermediate School (Bronx, New York); (10) Charles Rice Elementary School (Dallas, Texas); and (11) Twentieth Street Elementary School (Milwaukee, Wisconsin). The following essential elements for achieving success are discussed: (1) high expectations; (2) clear vision; (3) strong leadership; (4) teamwork; (5) staff development; (6) strong, appropriate curriculum; (7) safe, clean, orderly environment for learning; (8) genuine accountability; (9) recognition and reward for excellence; and (10) strong community and parental support. The following material is appended: (1) answers to 14 questions about school success; (2) a timetable for implementing a school improvement plan; (3) a message from the president of the NASE; (4) the position statement of the NASE; and (5) a list of NASE charter members. (FMW)

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BUSINESS & EDUCATION

Principals Successfully
Educating Low Income
and Minority Children
Tell How It Can Be
Done Everywhere!

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An Important Message for Communities, Schools, Parents,
Businesses and Children

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Business & Education

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Message from Ron Herndon . . .

We convened these conferences because we feel our nation's biggest threat is posed by our failure to educate an increasingly large percentage of our youth.

Bleak as the existing picture may be, there are those "shining stars" who restore hope and inspire through their demonstrated success in educating low income and minority youth. IT CAN BE DONE--and is being done by educators throughout the country--educators who successfully teach these students.

In November 1987, we contacted the Tom Peters Group ("In Search of Excellence, A Passion for Excellence, Thriving on Chaos") to explore the possibility of hosting an educational conference to describe, inspire, and expedite a rapid movement toward educational excellence for all children.

Potential participants who had received national recognition for their achievements in educating at-risk students were identified throughout the United States. Letters of invitation were sent and participants were asked to apply for participation in this conference by submitting resumes, a description of their school's location and population, and documentation of the academic performance and improvement of their students.

Oregon Governor Neil Goldschmidt personally contacted prospective participants in a letter stating, "As Governor, I have personally placed children's issues as one of my top priorities, and I believe that the exceptional expertise and experience which you and the other participants could bring to this conference will provide critical 'how to' information for national, state, and local educational planning and direction."

Through the generous support of the Tom Peters Group, who helped plan and facilitate the initial conference, Governor Goldschmidt, Associated Oregon Industries, U.S. Senator Mark O. Hatfield, the Oregon business community, Northwest Regional Educational Laboratory Center for National Origin, Race, and Sex Equity, and Head Start, we were able to sponsor three highly successful meetings in July 1988, and November 1988, and November 1989. The results and recommendations from these conferences are presented in this document. We also produced a videotape of these conferences.

Our nation's schools are failing to produce a well educated, skilled workforce. We are losing billions of dollars in diminished revenue, increased social costs, underdeveloped creativity, and stagnating productivity. Twenty-five percent of those entering school this year will not graduate. Of those who do graduate, 80 percent cannot write adequately; one in twenty will read well enough to interpret technical information; one in four able to describe what they read in a newspaper; and only one in five (including college freshmen) will be able to read and follow a bus schedule.

Unless significant and rapid change is initiated in the American educational system, we will surely witness the demise of America's role as a leading world power. Children are the poorest segment of our population with eight and one-half million of our young living in poverty. Over 25 percent of all children under age six live in poverty, including 43 percent of Black and 40 percent of Hispanic

children. In addition, in 1986, 66 percent of all Black children, 70 percent of Hispanic children, and nearly 50 percent of White children who lived in female-headed households lived in poverty; 59 percent of all Black children lived in single parent households headed by women.

Senator Mark O. Hatfield of Oregon emphasized the importance of this issue when he wrote, "Academic excellence is not solely the province of middle and upper income youth. Academic success comes to those children who receive quality instruction, who are held to high standards, and who are educated in a supportive atmosphere. By bringing together individuals who have experienced such success, you are establishing a sharing environment that can do much to enhance positive academic experiences in young people." These "blue ribbon" elementary school educators were brought together to:

- Dispel the myth that poor and minority children cannot learn effectively
- Identify the critical elements in the success of these individuals
- Identify necessary steps in turning a failing school around quickly
- Develop a plan for expediting rapid educational reform in America

In addition, these 22 individuals established the National Association for Schools of Excellence (NASE), an organization composed entirely of educators who have successfully educated low income children. Its purpose is to influence the development of national policies that foster academic equity and excellence for all children. One step NASE is taking is the development of partnerships with the business community, parents, educators and concerned citizens.

As Ron Edmonds stated: "How many successful schools would you have to see to be persuaded of the educability of all children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background. Whether or not we will ever effectively teach the children of the poor is probably far more a matter of politics than of social science, and that is as it should be. We can, whenever and wherever we want, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must depend on how we feel about the fact that we haven't so far."

This cadre of "Academic All-Stars" confirmed our firm belief that ALL CHILDREN CAN LEARN IF TAUGHT APPROPRIATELY. The time for educational reform is NOW. These principals show us how.

Ron Herndon, *Director*
AMA Head Start

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Data contained in this book was reported July and November 1988, and November 1989.

Current positions of participants are listed in the appendix.

"Poor achievers, with a little guidance,
can become high achievers, and gifted
students can become great shining lights."

INTRODUCTION: OUR KIDS ARE LEARNING

The "Partners for Success: Business and Education" conference brought together a cadre of 22 principals who clearly demonstrated that ALL CHILDREN CAN LEARN. Their success stories tell of leadership and team effort turning barriers of poverty into doors of opportunity.

You who take advantage of these examples will learn the common links between high expectations, setting examples, enhancing skills, and academic success. You will learn the importance of considerate behavior, safe and attractive buildings and grounds, appropriate teaching materials and methods, group decision making, homework, and providing at-risk students with adequate communication skills, and personal support.

You will learn about the principal who carries a cordless phone and calls parents when he witnesses students striving and succeeding.

You will learn about the public school that adopted private school uniforms to enhance school pride and student self-esteem. Other schools in that district switched to uniforms the following year.

You will discover innovations that defied tradition, confounded, intransigence, and circumvented bureaucracy. You will come to understand methods used to achieve, academically and behaviorally, under the most trying circumstances and acquire effective tools that attract parental participation, teaching excellence, and enthusiastic student accomplishments.

You will learn this is not a racial issue. Those who tell their stories effectively teach Asian, Hispanic, Haitian, Puerto Rican, Native American, African American, and poor white students.

You will learn the truly dedicated have the courage to expand on routine procedures and encourage innovations—even resorting on occasion to friendly coercion, if that is what it takes to accomplish their common mission.

Each practices a singular brand of super salesmanship that effectively sells academic success.

***'Student success
is the primary
goal of school.
Students need
to be challenged
to press their
own limits and
to persist when
these limits
are surpassed.'***

INCREASED STUDENT ACHIEVEMENT

The "bottom line" is judged by student outcomes—primarily in terms of student achievement gains in basic skills, and also in attendance and student behavior. The successes are well documented.

Jose C. Barbosa School

P.S. 206, Manhattan, New York
Juana Dainis, Principal

Eighty-three percent of the students were below grade level in reading. Now 90 percent of the students are above grade level. There is 90 percent attendance, one of the highest in New York, and the school ranks in the top third in New York City in achievement.

Franklin School

Newark, New Jersey
Charles Mitchel, Principal

Eight years ago, 35 percent of the 1,240 students at Franklin School were reading at grade level; now, 82.5 percent do. Eight years ago, 21 percent were achieving in mathematics at grade level; now over 89 percent do. At the same time, the attendance rate increased from 81 to 93 percent.

Discipline was described as "bad"—evidenced by fighting, stealing, and disrespect. Now it is cited as a school with exemplary discipline. Vandalism was high; now it is a graffiti-free school. Previously there was virtually no parent involvement. The last open house was attended by more than 1,200 people.

General Daniel "Chappie" James School

Brooklyn, New York
Lester Young, Jr., Principal

In 1982, 36 percent of James School's 670 students were reading at grade level; in April 1988, 78 percent of the students were at or above grade level in reading. Also in 1982, 34 percent of the students were at or above grade level in mathematics; six years later, 68 percent were achieving at that level. The school was one of three in New York cited for excellence that year.

The school staff developed criterion-referenced assessments, which gave them the opportunity to determine if all staff were pursuing and achieving agreed upon goals.

Thomas Jefferson Elementary School

Pasadena, California
Jarrett L. Brunson, Principal

Jefferson students ranked in the 10th percentile on the California Achievement Test (CAT), lowest in the city. Forty-one percent were of limited English proficiency, speaking 18 languages and representing 43 countries.

Student scores increased to the 60th percentile; CAT scores improved 50 points in two years; and Jefferson became one of 245 "Distinguished Schools" in California.

Lee Elementary School

Milwaukee, Wisconsin

George M. Hughes, Principal

Test scores of students at Lee Elementary School have improved an average of 64 percent since 1980. Test results for 1986-87 show:

Only 5 percent of kindergarten students scored in the low performance category in pre-reading on the Metropolitan Readiness Test

On the Iowa Test of Basic Skills, only 23 percent of students in grades 1-6 scored in the low performance category in reading, 18 percent in mathematics, 12 percent in language arts, and 17 percent in study skills

Lee School has reduced its absence rate to 8 percent and only two students were suspended during the year.

Solomon Lewenberg Middle School

Mattapan, Massachusetts

Thomas P. O'Neill, Jr., Principal

Once on the brink of being closed because of low enrollment, Lewenberg is now one of Boston's most popular schools, with a long waiting list.

In 1983, only 63 percent of its eighth grade students passed the writing component of the Massachusetts basic skills test—it ranked 24th out of Boston's 24 middle schools. In 1984, 100 percent of the eighth-graders passed the exam.

In 1988 its 510 students had the highest reading scores of all 22 Boston middle schools, and in 1989, principal O'Neill was named one of ten American Education Heroes by Reader's Digest.

Lincoln-McKinley Elementary School

Havre, Montana

Jeff Pratt, Principal

In the fall of 1986, 81 percent of the first grade students scored below national norms, with a shocking 48 percent scoring below the 25th percentile, classifying them as educationally disadvantaged and truly at risk. By the end of the school year, only 38 percent of Lincoln-McKinley's first graders still scored below national norms, and only 14 percent were below the 25th percentile.

Equally remarkable is the achievement of second, third, and fourth grade students during the 1986-87 school year—15 percent of the second graders were academically disadvantaged at the beginning of the year; spring testing found only 1 percent remaining in that group, and 86 percent of the students scored at or above national norms.

By spring testing time in 1988, 75 percent of the first grade students were at or above national norms, and only three students were still below the 25th percentile.

The results at other grade levels were equally satisfying—77 percent of second graders were at or above national norms and, in fact, 50 percent of them scored in the highest quartile. Not a single third grade student remained in the bottom quartile and 56 percent of them were in the highest quartile. At fourth grade, 73 percent were at or above national norms.

Paradise Elementary School

Las Vegas, Nevada

Carolyn S. Reedom, Principal

From 1983-86, Paradise School student achievement reached levels higher than district norms in reading and math at the third grade level; significantly higher than district in total math; and the sixth grade reached district norms in reading.

Dr. Roland N. Patterson Intermediate School

Bronx, New York

Felton Johnson, Principal

Students at Patterson, scoring at or above grade level, have increased from 29 percent to 71 percent. Over 90 percent of the graduating eighth graders write at or above the state average. The high school prep program has generated \$2.8 million in scholarship monies to some of the most prestigious high schools in the country.

Charles Rice Elementary School

Dallas, Texas

Louise Smith, Principal

Rice Elementary School set as its goal raising the reading scores of students in fourth, fifth, and sixth grades by 10 percentile points each year.

Last year, Rice was first in achievement among all of the 139 elementary schools in the Dallas district on the Iowa Tests of Basic Skills.

The vast majority of sixth-graders perform at or above grade level: 73 percent in reading, 99 percent in language, and 87 percent in math.

Furthermore, daily student attendance is now 97 percent.

Twentieth Street Elementary School

Milwaukee, Wisconsin

Albert S. Weiss, Principal

In 1979, 65-85 percent of the students were scoring in the lowest stanine; 65 percent of third graders scored low in reading and 62 percent scored low in math; 45 percent of fifth graders scored low in reading and 42 percent scored low in math. In 1986 only 13 percent, 14 percent, 21 percent, and 10 percent of the students were scoring at the lowest level.

"What makes a school successful is not mysterious. Money is nice to have, but leadership and caring matter infinitely more. People, it's all people."

TEN ESSENTIAL ELEMENTS FOR ACHIEVING SUCCESS

At least ten common elements are critical parts of each success story, and necessary to turn a failing school into one marked by high student achievement.

1. HIGH EXPECTATIONS

High expectations of students and staff was unanimously identified as the first critical element in achieving academic excellence and equity. There must be a firm belief that all children can learn. Principal, teachers, and other school staff must believe all children can learn, and must have high expectations for themselves, their students, and their school.

Mary Latimore, principal of Lenicia B. Weemes Elementary School in Los Angeles, with a school population of 1600, talks about "brainwashing positive." "You have to believe that you can teach and children will learn." "In Puerto Rico the children learn to read," says Juana Dainis, principal from East Harlem. Where she once required a police escort to enter the school building, the school recently received national recognition as a school of excellence.

Felton M. (Buddy) Johnson

Principal

Dr. Ronald M. Patterson Intermediate School 299, New York, New York

Buddy Johnson was the first principal of Dr. Ronald M. Patterson Intermediate School 299, an all-minority middle school (grades 5-8) in New York City's South Bronx, often referred to as the poorest congressional district in the nation.

Despite these circumstances, those who measure and reward academic success have been frequent visitors to IS 299 during Principal Johnson's 11-year tenure, climaxing in 1987 with a White House ceremony recognizing his school as one of the top 94 junior high schools in the country.

The achievements by Principal Johnson's students are driven by his vision that they are our most precious resources—diamonds in the rough.

"It's my job to shape and polish these young people so they become the sparkling gems of our society," he said to his Oregon audience of fellow principals.

He uses a variety of tools to turn his vision into reality. All of his teachers are trained and utilize Mastery Learning and Assertive Discipline. But his major emphasis is on improving literacy skills.

He made reading a major subject, separate and apart from English. All youngsters receive "language arts" at least 10 times a week—five periods of reading and five periods of English—each reinforcing the other. Seventy-one percent of all IS 229 students read at grade level and the percentage is higher for those graduating from eighth grade.

'It is our responsibility to have high expectations for all children. We must be creative, enthusiastic, and highly motivated.'

There is heavy emphasis on literacy and communication in standard English at IS 229. Shocked by the inability of professional athletes to make themselves understood during post game interviews, Principal Johnson wondered how they managed to earn high school and college diplomas.

He was even more impressed by a public television episode on Black English. Heavily laden with hip talk, it recounted the failure of a job applicant to win employment when the interviewer did not comprehend that: "Hey yo, bro," really meant: "Excuse me, sir."

What it told Principal Johnson was that if his students could not communicate in standard English, chances were strong they would be locked into their neighborhood for the rest of their lives. This realization resulted in the implementation of an awareness program that utilizes a bidialectic approach to speaking. This program recognizes that everyone speaks two dialects—one (nonstandard) among family and friends and one (standard) in a more formal setting. The school is seen as a formal setting. Consequently, every IS 229 youngster must stand and answer questions with full sentences.

"A one word answer is not correct, even if it's the correct answer," he declared.

As one would expect, teachers at IS 229 also teach their students to write. More than 90 percent of graduating eighth graders write at or above the state reference point.

Principal Johnson considers literacy skills the foundation for the rest of the school's curriculum. And that enables half of the enrollment to participate in a major performing arts program, aided by professional actors, writers, and technicians who volunteer to assist with student productions.

Then there is Principal Johnson's mentoring program, in which his youngsters are exposed to achieving adults in many walks of life—doctors, lawyers, business executives, and judges. IS 229 students are matched with an adult practicing in a field the student aspires to enter. Students accompany mentors on the job—an experience that Principal Johnson says "humanizes" that profession or endeavor.

The result of all this is that IS 229 students are sought after by prestigious public and private high schools. Since 1981, the academic achievements of its graduates have generated \$2.8 million in high school scholarships.

Louise Smith

Principal

Charles Rice Elementary School

Dallas, Texas

Louise Smith is a no-nonsense lady. She occasionally calls her pupils "Darlin'," and her teachers "Sugar." She also expresses her disgust in an equally no-nonsense manner.

In 1984, when she arrived at Charles Rice School, student achievement ranked 88th among the 139 K-6 schools in Dallas. The next year they were first, the next year second, and in 1987 they were first again.

This inner city school in South Dallas has a 99 percent Black enrollment, virtually all from low income families. An example of the school's commitment to families occurred with an alcoholic, single parent mother—with no visible means of support who lived with her seven children in the home of an uncle. Five of her children attended Charles Rice. When the uncle attempted rape and the mother resisted, he threatened to put her and her children out. The school intervened. It sought housing, food stamps, and to get her on welfare. Charles Rice teachers took four of the children into their own homes, where they remained for the rest of the year.

Louise Smith's vision for Charles Rice was to make it a wonderful place for children, and for them to achieve academically and behaviorally.

"I don't like kids," she declared. "I love them. But I don't like poor behavior."

"Kids are more alike than they are different. None of them have scrambled eggs up there. They all have brains. All we need to do," she explains, "is to stimulate that brain to think and achieve."

Louise Smith's Charles Rice students had some obstacles to overcome. They were apathetic, and they had been taught they were dumb and that they could not learn. Furthermore, they did not trust authority. Louise Smith worked on her staff first and explained her extremely high expectations:

"All kids can learn if they're well taught," she said. "If you don't know how to teach, I'll help you. But we all have to be on the same trip. All the tires have to be inflated properly. No flat tires on this journey."

She makes this speech every year. It works. She has developed a cadre of master teachers. When new teachers come aboard, she says: "Sugar, go in there and get excellent right quick. You only have two days."

These master teachers do the job. Louise Smith can stop a child in her school and ask: "What are you here for, darlin'?" "To learn," the child replies.

Louise Smith explains Mastery Learning: "It's when you can wake that kid up at 2:00 in the morning and that kid can recite: 'Five times five is twenty-five, five times six is thirty.'"

Louise Smith and her staff demand excellent behavior and academics. "For two solid weeks we might work on excellent behavior and not teach a thing except how to behave," she said. "How to come into the classroom, how to sit in class, and how to respond to the teacher."

Her measuring points for discipline are the gymnasium, lunchroom, cafeteria, playground, and auditorium. "If they behave well in those places where large groups gather, then the classroom is going to be okay," she reasons.

As a reward for good behavior, Principal Smith personally conducts field trips to plays, the opera, and symphony. She alone may take 150 to 200 students on one of these junkets. She dresses up. They all dress up. They are big occasions for South Dallas youngsters. And they are well behaved.

Someone invariably asks: "What private school are these youngsters from?"

And Smith responds: "They're not from a private school. They're from a little ol' school over there in the inner city—South Dallas—Charles Rice."

This no-nonsense principal has lots of fun with her staff and students. She is very down to earth with them, but they also know when she means business.

Kindergarten kids do not sleep at school. They are taught to listen so they can learn and when they are ready, they get books in their faces.

"I don't believe in play kindergarten," she declared. "You can play when you get home, darlin'."

Principal Smith and her close knit staff restructured the curriculum at Charles Rice. They do a lot of testing and correlate what they teach with those objectives in mind.

"See," she said, "by the time test taking time comes, if you haven't taught those objectives, it's too late. You teach it ahead of time."

At a recent evaluation, Louise Smith asked her assistant principal what he thought about what was going on at Charles Rice.

He replied: "The teachers are driven to see to it that kids excel. They go that extra mile. They don't leave it to chance. They make sure, every step of the way, that kids are taken care of academically and behaviorally."

Louise Smith shared another incentive: "Our scores are published in the Dallas Times and the Dallas Morning News. You think I want to be at the bottom of the list?"

Then she told the clincher: "I got this telephone call—'This is the Sunday Express, from London, England. This is the paper the Queen gets,' said the caller."

"I'd had this visit from the Minister of Education, and as a result this newspaper reporter said she was coming to Washington, D.C. and wanted to visit with me. The reporter, Jancie Robinson, wrote this article. I've got a whole page (waving a page from the Sunday Express)! Here are my kids. It says: 'Inside the American School Where the Rule Breakers Were Turned Into Model Pupils'—with sub-headline: 'The Triumph That Is an Object Lesson for Britain.'"

Mary Lee Latimore

Principal

Lenicla B. Weemes Elementary School, Los Angeles, California

With an enrollment of as many as 1,670 and conditions so crowded that many students must be transported by bus to four other school sites, a less caring administrator might welcome student attrition. Not Mary Latimore. Her major focus is on dropout prevention.

Lenicia B. Weemes Elementary School's campus is located in the heart of south central Los Angeles.

"I am here," she explained to fellow principals on the Oregon Coast, "to tell you that working in the inner city is wonderful if you believe in children. We believe in children. We build self-esteem in them and we get children to believe in themselves."

Weemes Elementary's enrollment is 64 percent black, 35 percent Hispanic and 1 percent from other ethnic backgrounds. Ninety percent qualify to receive free lunches. Of the school's 60 classrooms, 40 are monolingual and 20 are bilingual. As many as 313 students are classified as limited English proficient (LEP).

Weemes' dropout prevention program is conducted by what is called the Student Study Team, consisting of a primary teacher, a middle-grade teacher, an upper grade teacher, the classroom teacher of the student, a parent advocate, the student's parent, an administrator or administrative designee, the school's Outreach Consultant, and other support personnel as needed.

Any staff member may refer a child to the team. A referral form is filled out indicating problem areas—truancy, tardiness, excessive absences, and other behavioral or academic difficulties. Parental expectations and observations are solicited to provide vital information about the home situation.

The child also completes a form, indicating what he or she likes most about the school, favorite pastimes, strengths, concerns and areas in which the child believes help is needed.

Team sessions are charted under specific headings so that targets are identified to develop an action plan for the child.

Principal Latimore provided an example involving a third grader: What are the strengths of this child? Great smile, shows concern, is very generous, and shares well.

Areas of concern? Rarely turns in homework, stays out of school.

The team talks about modifications. What has the teacher done in the classroom to help the child? What has the school done to help? Is the child involved with a peer tutor? What do we know about this child? How can we help?

All actions are recorded and charted. Every member of the team sees the results and they are shared with the child, the teacher, parent, and parent advocate.

In this instance the child was assigned a pal, someone to talk with when he needs a friend. An older pal (a student from nearby University of Southern California) also was assigned to Kids Can Cope (a program for children with terminally ill parents) provided additional counseling, and the reading teacher was assigned to work with the child every morning at 7:30 to help strengthen reading skills.

Dates and actions are recorded. Follow-up meetings monitor and evaluate progress. It was determined prescribed actions for this particular child were on target and he is beginning to grow, both socially and academically.

Mary Latimore is a great believer in utilizing outside resources for the children in her school and the proximity to USC is especially beneficial. A partnership with area businesses provides buses for field trips, clothing for the needy, and helps channel youngsters into local youth organizations.

A consortium of services from the university provides student teachers and interns from the School of Social Work.

"We have learned that we achieve our greatest success when at-risk students are identified early and our support and intervention is applied," Latimore said. "Now we place our strongest emphasis at the middle grades."

She believes the Weemes system can be applied in any school. She has a video tape of the Student Study Team in action and is anxious to share it.

She also believes it can be achieved with little or no additional funding if all available resources are identified and applied.

2. CLEAR VISION

There must be a clearly articulated vision of where the school is going and how to get there. This vision drives all program decision. There must be a mission statement with clearly defined and articulated goals. "Yes" and "no" decisions regarding curriculum, programs, expenditures, schedules, and all operations are all made based on whether or not they support the school's mission.

Charles Mitchel, Newark, New Jersey, sees education as the mission of the school and decisions can be made based upon how well they support the mission. Louise Smith, award winning principal of Charles Rice Elementary School in Dallas, Texas, concurs. "Everyone in our school knows why we are here—the teachers, the students, and the parents; and they'll all tell you so."

Charles Mitchel

Principal

Franklin Elementary School, Newark, New Jersey

Charles Mitchel's 10-year experience at Franklin Elementary School was a textbook example of what educators were talking about when they gathered on the Oregon Coast.

Franklin had all the ingredients that are supposed to guarantee a failing inner city school. The majority of the community's residents were Black and Hispanic. Unemployment a high. Graffiti decorated the aging building inside and out. There was a high crime rate and heavy drug traffic. Students and teachers had very low self-esteem. Recommended enrollment of 890 was submerged by a 1,240 student count.

Meeting with his predecessor, Charles Mitchel learned the school was dirty, absenteeism was high, and there was no parental involvement.

Teachers and students alike raced to leave the building at 3:15 p.m. If there was trouble with an irate parent, the code for help was: "My lunch count is 27." The former principal handed Mitchel the keys and said, simply: "I'm not coming back."

Franklin Elementary's new principal responded initially to the situation with serious self-assessment. Conditions required a strong instructional leader. To become that individual, Mitchel had to learn what good teaching was. He went "back to school" to become the leader for his teachers, the model—not the critic.

He learned that what we do is more powerful than what we say. Utilizing his instructional leadership skills, he was able to play a lead role in staff development.

With the help of teachers, parents and community leaders, a clear mission for the school was established. It declared that every child can and will master valuable skills and held teachers responsible for that achievement.

It also expressed high expectations of everyone involved and precluded the right of any teacher to invalidate any child. It involved monitoring student progress and teacher performance. It required teachers to continue to grow and develop in the latest research on effective teaching methods.

The mission also called for the school to reflect a safe, clean, and orderly learning environment.

"Graffiti Gobblers"—a voluntary force of teachers, parents, and students—cleaned up the building. Living room dialogues with parents strengthened ties between school and home, bringing about trust, breaking down barriers, and establishing new rapport.

Results? The school in which there was fighting, stealing, and disrespect was cited for exemplary discipline. A vandalism hotline was established so parents could help protect the school. In place of zero parental involvement, an open house attracted 1,200 people. Where teacher morale was so low no one would volunteer for anything, clubs developed, committees and partnerships formed, and attendance improved.

'We are a team moving in the same direction—academic excellence for all of our students.'

Attendance that had averaged 81 percent, climbed to 93 percent. Reading effectiveness that was only 35 percent rose to 82.5 percent, and achievements in mathematics soared from an abysmal 21 percent to 89.4 percent.

Mitchel reported that during this period enrollment rose to 1,326. Franklin elementary attracted both CBS and CNN for a documentary and news report.

Teachers and parents are expected to participate and they do.

Students are expected to learn and they do.

Teachers are expected to teach and they do.

"There is hope," declared the principal of Newark's Franklin Elementary School.

Leonard Solo

Principal

Graham Parks Alternative School, Cambridge, Massachusetts

Len Solo believes in a holistic approach to operating an elementary school, and Graham Parks Alternative Public School, in the inner city of Cambridge, Massachusetts, is a perfect example.

First, the demographics: K-8, enrollment 350, a third from Haitian background, some were not literate in their own language; some suffered from starvation, others did not live in family units.

Over all, 52 percent of the children were minorities and 56 percent from single parent families.

Solo has a basic philosophy and vision: Learning is a social activity. It occurs between and among people, children learn at different rates and speeds, they learn by being actively involved in their learning, and what they do is reconstruct the world in their own minds.

"We believe that it's really important for our kids to become capable and to become lovable," Principal Solo said. "That to be capable, they know they have to know a lot of things; they have to do a lot of things. They have to like themselves and they have to like other people."

"It is the job of the school to help that happen."

A strong belief in democracy and being a living example of it is another important factor at Graham Parks.

"We operationalize these ideas in what we call self-contained, multigraded, open classrooms at the K-6 levels," Solo explained. "Probably incorporating the best ideas of Dewey, Piaget, and the British Infant Schools.

"Some might say that's a leftover thing from the sixties, (but) we're making it really work well in an inner city situation."

Graham Parks School won a grant competition and is becoming a model in Massachusetts for parent and staff involvement. A key element is a steering committee, similar to a district school committee, including six parents, six teachers, the principal, and a full-time parent coordinator whose job is to facilitate parent involvement by cementing the bond between home and school.

All policy decisions are made by the steering committee. It is responsible for running the school. It does the hiring. It appoints committees to handle other functions--curriculum and fund raising, for example. All committees have equal representation from parents and staff.

The fund raising committee has incorporated and raises more than \$20,000 a year. Staff applies to that committee for grants for special projects and the committee makes the awards.

Len Solo is also a fund raiser. "I think it's impossible to run a school on the limited amount of money that we usually get, even in Cambridge, where it's about \$5,200 a year per child." Solo said, when you have a multicultural school with a multicultural curriculum that is materials and project oriented, you must have a lot of money to support it.

Graham Parks' staff is highly structured with teams at various grade levels and deals with bilingual problems and special needs. They meet up to three times a week, during and after school, developing projects, studying students--working together. Team leaders are paid extra for their additional responsibilities. Each team has a member on the administrative team, and there is a staff developer, a position similar to that of the parent coordinator but working within the school. The administrative team meets weekly and is another way of involving staff in decision making.

Solo meets daily with the staff developer and parent coordinator, providing a three-level perspective to day-to-day operations—he as the administrator, the staff developer representing teachers, and the parent coordinator representing parents.

Highly structured school? You bet. That's what Len Solo believes makes his school work for kids.

"I want education to happen in a wonderful way for my boys and girls. My students know what the school expects of them....they rise to the challenge of 'excellent behavior, excellent academics.'"

Lester Young, Jr.

Principal

General Daniel "Chappie" James School, Brooklyn, New York

There is no shortage of self-esteem among the 1,100 Black and Hispanic elementary students attending Brooklyn's Public School 183.

And it is no accident that self-worth is in abundant supply at the school named after Air Force Gen. Daniel (Chappie) James—the nation's first Black four-star general, who once commanded NATO forces in Europe.

Actually, it is all part of a remarkable transformation of the school under the leadership of Principal Lester Young, Jr., whose efforts were recognized by a national Award of Excellence designation from Education Secretary William J. Bennett in 1988.

When Young became principal in 1982, the community had given up on Chappie James School. Enrollment was only 670 at that time. There was an adversarial relationship between teachers and parents and the PTA was described as dysfunctional.

Absenteeism was high and students were misbehaving—the latter likely a generous description by Principal Young as he recounted the situation to fellow educators.

Most alarming were student achievement levels—36 percent reading at grade level and 34 percent at or above grade level in math.

Young forged a strong instructional team dedicated to his goal of establishing a successful learning environment. He developed criterion reference assessments that gave him the opportunity to make certain people were doing what they were supposed to be doing. Staff learned it was possible to raise test scores, but that by itself was not sufficient. The other ingredient they sought to infuse into the curriculum involved helping youngsters develop personal identities.

General James was a logical starting point. An extensive exhibit just outside second floor administrative offices chronicles the life and accomplishments of this significant figure in Black American history.

Establishment of an inschool resource center, named after Dr. Carter G. Woodson—the "Father of Black History in America"—provided a unique method of instructionally exposing students, staff and parents to their African American heritage. The center links students with their ancestral roots by highlighting the multiple and significant roles African descendants played and continue to play in the shaping of America.

An outgrowth of cooperative efforts by parents and staff, the center was created without public funding. Artifacts, displays and curriculum materials are staff, parent and student generated.

In addition to providing resources for teachers and research opportunities for students, the center is the scene of large and small group instruction projects and is utilized by artists, performers, and guest lecturers. It also serves as a meeting place for enrichment programs.

Its museum-like atmosphere is enhanced by an extensive collection of African art and even boasts a rich collection of photographs of jazz musicians.

If the resource center were not enough to separate PS 183 from other elementary schools, the community service projects its students conduct probably would. These projects, another part of the conscious effort to help students develop personal identities, range from a classwide 4-H neighborhood beautification program to bestowal of a "living legend" award on the director of a home that works with children of drug addicted parents and reading to neighborhood seniors whose failing sight precludes reading to themselves.

All of these are after school activities, Principal Young explained, and are supervised voluntarily by members of the school staff.

*'It's critical
for the
principal
to set an
example,
to model
excellence.'*

3. STRONG LEADERSHIP

Given the atmosphere and the attitude that has been created at this inner city New York elementary school, it seems only natural that its students now boast achievement levels of 78 percent at or above grade level in reading and 68 percent in math.

The principal is the instructional and managerial leader of the school, and must provide strong leadership to achieve academic excellence. The principal must be versed in state-of-the-art methodology and pedagogy, and constantly demonstrating the highest level of commitment, performance, and expectations.

Wilhelmina Quick, principal in Detroit, Michigan, provides support to her staff and encourages a team effort. "It's critical for the principal to set an example, to model excellence." "I have to believe I'm the best teacher in the school," says Jeff Pratt. In Las Vegas, Carolyn Reedom encouraged an escalated repair schedule at Paradise Elementary for long overdue maintenance needs by inviting the school board to meet at her school—offering full credit to the administration for the condition of the building as they found it—good or bad.

Jeff Pratt

Principal

Lincoln-McKinley Elementary School, Havre, Montana

When Jeff Pratt and his wife went house hunting in Havre, Montana, a realtor carefully explained they would not want to live in one particular neighborhood because their son would have to attend Lincoln-McKinley School.

That was Pratt's introduction to his new assignment as principal of "Stinkin' Lincoln," a rundown K-5 school of 400 students from largely low income Native American families.

What began poorly continued to get worse. Staff was demoralized. Students were content with failure. Parents were antagonistic. His business manager told him he would be starting off \$14,000 in the hole. The playground was being used as a parking lot. There weren't enough books and materials. Desks would break with students sitting in them. Attendance was lousy. And a major status symbol was being on probation or suspended from Lincoln-McKinley.

On top of everything else, his boyish countenance belied years of experience and made it difficult for the people he wanted most to impress to take him seriously. But he made the grade. And so did Lincoln-McKinley.

"I put a padlock on the playground gate. That said we value kids more than we do our cars," he said. "I also imparted my mission to be the best—not try to be—but to be the best. Trying provides the option to fail."

Principal Pratt let his staff know he believed he was the best teacher in the school and the model for them to emulate. Of course, that put a certain amount of pressure on him, but it worked and earned respect.

Some other things contributed. Besides cleaning up the place inside and out, Principal Pratt became known as an innovator. Although lacking the most basic teaching materials, the school did have a remarkable inventory of ditto paper—several hundred cases. He found he could trade that paper to other schools for all manner of things.

He also befriended itinerant staff, the music teacher, physical education instructor, and psychologists. He convinced them it would be a good idea to bring a couple of cans of ditto fluid or somesuch with them the next time they visited Lincoln-McKinley. He made purchases without authorization, and weathered reprimands during which he apologized for writing incorrect line item numbers—not fooling a sympathetic assistant superintendent for finance.

He made a trip to the Central Office and asked if it were permissible to appropriate unused materials from other buildings. Assured that it was, he returned with a couple of teachers and

loaded his pickup truck with furniture from the Central Office lounge to furnish his own teachers' workroom.

Although for many months he thought he had gotten away with that caper, he was later gratified to learn his superiors winked at the less than orthodox behavior because of the results he was getting.

Even Lincoln-McKinley's grounds began to flourish. Vandals routinely ravaged the flower beds until Principal Pratt pressed several of his rowdiest suspects into service as "flower boys." Their job: Tend the flower beds. They even did it through summer.

Vandalism ceased. And then one of the flower boys inadvertently explained what was going on. He said: "Mr. Pratt, Shawn is taking over the flowers for me because my probation officer said I was going to be in deep trouble if I hurt anyone else that bothers them."

In the first month Jeff Pratt was on the job at Lincoln-McKinley, he and his staff reported 27 cases of child abuse to the authorities. "I was appalled by the level of child abuse," he told fellow principals.

Cracking down on truancy was a priority. So much so that he was called out of an administrative meeting one day to take a phone call from a parent. "Mr. Pratt," the caller said. "I need to talk to you. Mary is really sick today, so don't send the police."

Little wonder Jeff Pratt's staff is so devoted to their youngish looking principal. And little wonder that the three or so mothers, who used to support the school and help out, have become more than a hundred.

And the children of Lincoln-McKinley? When Jeff Pratt arrived, truancy was rampant. After seven quarters, attendance was 96 percent--highest in the district. A first grade class that had 48 percent scoring in the lowest quartile academically, turned into the highest scoring third graders in the district--the first time Lincoln-McKinley's students ever scored at or above national norms at all grade levels.

Jeff Pratt's teachers are considered leaders. They get calls and inquiries from professionals who want to observe and learn.

Next year's goals? How about a breakfast program and a pre-kindergarten program. And, of course, more parental involvement.

Thomas P. O'Neill, Jr.

Principal

Solomon Lewenberg Middle School, Mattapan, Massachusetts

Thomas P. O'Neill, Jr., came to the Oregon meetings after four years as principal of Solomon Lewenberg Middle School in Mattapan, Massachusetts.

His answer to a question regarding fund raising and acquiring materials and resources typified the spirit that transformed the school he administers. It was: "Scratch, claw, fight!"

When O'Neill arrived, Lewenberg School was known as the "Looney Bin." If you drove by with your windows closed, you could hear the noise. The place was out of control. Graffiti was everywhere. Teachers' desks had no drawers. Their chairs had missing legs and torn upholstery. School grounds were chaotic. Some sections of grass had not been mowed in six years. Refuse was everywhere.

From the "Paint and Potty" chapter in *Passion for Excellence*, Principal O'Neill reconfirmed his own belief cleanliness and order make a difference in performance, and sold it to his staff and parents. Principal and teachers (only two at first) began painting lavatories, gym, main hallways, and offices, ignoring a lack of funds and buying paint, brushes, and rollers themselves.

Sixty staff members, several neighbors, and students on a spring Saturday collected 200 trashbags of rubbish that was hauled away in four truckloads arranged for by parents. Grass was cut, weeds removed, and trees pruned. A planting Saturday followed, spearheaded by parents and abetted by a \$3,000 grant and large donations from area nurseries. "Lewenberg Landscapers" T-shirts emerged and much positive publicity followed.

A surplus furniture warehouse was located and raided by principal and teachers so often they were asked not to return so that others might also benefit.

The noise that once typified Lewenberg subsided almost immediately after Principal O'Neill uttered what has become known as his Ten Commandments. Number one is: "Before children can learn, they must learn to obey."

Others are based on the principle that there is no debate about simple commands: "Come to school prepared to work. Bring your pencils. Do assignments on time. Don't be absent. Don't be late."

Rebellious students were told: "There is no debate about this. You do it because that's what I want you to do. It's logical and it makes sense. Anything else you do takes time away from your job here--and that's getting an education."

After a quarter century in classrooms and working as an administrator, O'Neill likes to tell people he has met all kinds of students, students who were vicious, students who were abused--sexually, physically, and emotionally--students who did not do well in school, who did not want to be in school, who had terrible home lives, and even students who murdered and who were murdered.

But he has never met a student who wanted to be stupid. And that is the philosophy he sold at Lewenberg: "None of our kids want to be stupid."

O'Neill believes it is a myth that urban parents do not care.

"It doesn't matter what their level is or how far in school they've gone. They still want their kids to have an education. You can see the fear in their eyes when they bring the child to school for the first time. 'What are you going to do with this child?' You can see how apprehensive they are."

Lewenberg's 550 enrollment is predominantly minorities and more than 200 are from Haiti. Many do not have green cards. Nonetheless, every effort is made to fully integrate everyone as quickly as possible.

Principal O'Neill contends that if regular education were better, we would not need so much special education.

He also believes the most important thing a child learns in school is to read. Consequently, each day at Lewenberg begins with 10 or 12 minutes of reading aloud by teachers, the principal, custodians, nurses, parents, and visitors. One regular Friday reader is a Boston corporate attorney, the grandson of the school's namesake.

And each day ends with students reading silently to themselves. Part of Lewenberg's students are transported by bus. When buses arrive, administrators simply whisper: "Bus students." They silently rise and file out, some still reading. When buses depart, the dismissal bell rings. How's this for an incongruity? Tom O'Neill does not like to talk about discipline. "I say the more time you spend on discipline, the less time you're spending teaching and making kids learn. People know the rules. They do the routine. We like to spend our time on academics."

"We have regular meetings with all staff. I let them know that every job in this building is as important as mine."

*'We care,
we share,
we work
together.'*

4. TEAMWORK

Teamwork is essential. The principal is the leader, but it is the coordinated effort of everyone involved in the school that turns the vision into a reality. Principals, their staff, parents, and communities must function as a team for policy formulation and implementation. Each should have a meaningful role in achieving the school's goals.

Albert S. Weiss

Principal

Maryland Avenue Elementary School, Milwaukee, Wisconsin

Al Weiss succeeded in raising the academic achievement level at his previous school, Twentieth Street Elementary School in Milwaukee, Wisconsin.

But before that happened, Al Weiss changed. He said that change was the highlight of his career, the most exciting time of his life.

Weiss was principal at Twentieth Street when the Milwaukee system lost a segregation lawsuit in the seventies.

The desegregation process and his involvement in Project RISE (Rising to Individual Scholastic Excellence) were twin catalysts for the change Weiss experienced. RISE involved principals in the Milwaukee system, who were charged with raising academic levels as desegregation progressed.

"That was a skunkworks," Weiss explained. "We borrowed ideas from one another, we argued, and we came away with ownership."

Ownership, according to Weiss, was one key to success. After the principals hammered out their program with lots of outside help and bought into it, they had to convince their teachers that they were also owners.

Weiss did that by telling his teachers about their principal. Here he was operating in his time honored manner, walking the halls, observing students and teachers working, noting the halls were not in disorder, that there were not many fights, and everything was cool. He must be a great principal.

But the achievement levels were low. What that means is he was a good building manager but a stinky principal.

"So I have to change," he told his teachers.

He then challenged his teachers by declaring that Black, poor, and single parent children cannot learn. That must be the problem. Naturally, the teachers objected. Then it must be lousy teaching. No, they were good teachers. It was obvious they, too, had to change. And in the process, they assumed ownership.

Another element Weiss cited as pivotal to their success is what he called the bottom line. He used the example of a superintendent telling principals to do 10 things. The principals say to themselves they will do five and relay that request to their teachers, who—in turn—decide to do three.

Instead, Weiss believes the central office should not tell principals what to do—just give them the bottom line, the expected result.

"I feel that's what we did at this school," he said. "We gave teachers the bottom line. That causes a lot of creative things to happen."

He told another story to illustrate his point. Seems that during a steering committee meeting it was reported that students were balking at taking standardized tests. Principal Weiss announced he would have a talk with the student body.

His teachers thought that was not too creative. Instead, they trained academic cheerleaders. They coached students during lunch hour. They had skits on how to take tests. People wrote poems and songs about test taking, and in the end popularized something that was unpopular to begin with.

"Teachers are very creative," said Weiss, "and should not be stifled."

Consequently, test scores went up. Reading levels went up. The effort attracted nationwide publicity.

"Kids are doing really well," reported Al Weiss.

Constance Clark

Principal

River Terrace and Smothers Elementary Schools, Washington, D.C.

Principal Constance Clark served as administrator of River Terrace Elementary School in Washington, D.C., for five successful years. During the five-year period she successfully implemented a seventh grade component and was scheduled to phase in the eighth grade the next year.

In August of 1980 she was informed she was to assume a dual principalship, becoming administrator of nearby Smothers Elementary. Smothers' student population was comprised of both low to moderate-income families with 40 percent ranking in the low income category. The staff was anti-administration, and both communities were upset at having to share a principal.

Faced with this new challenge, Constance Clark had two schools with enrollments of about 300 each. River Terrace is comprised of an instructional organization of pre-K-7 classes with adult programs evenings, and Smothers has an instructional organization of a pre-K-6 program.

It was her vision to bring both together, sharing resources and involving all components of the school family. It took two years to eliminate the negatives, and to integrate and unite both staffs. The unification proved involved creative staffing and shared decision making.

Off-site retreats and teachers involved in developing their leadership skills was the key. Teachers became change agents, accepted responsibility, and were an integral part of each year's efforts to upgrade the schools.

Other innovations included an honor society for elementary students, with high school members of the National Honor Society handling induction ceremonies. Instrumental music, a glee club, foreign language, and a dance ensemble all were made possible through creative staffing.

She also discovered she could tap into the expertise of the retired teacher and community to help in the instruction of language arts, speech, and drama.

As with other successful elementary administrators, Principal Clark is an advocate of assertive discipline and has adopted the Writing to Read program in both schools.

Her current goal is to improve critical thinking skills among students, and to identify at-risk students as early as possible to provide intervention.

Two keys to her success are motivation and organization. The results of these are several. Her schools are part of a national thinking consortium of the Association for Supervision and Curriculum Development. She was part of a group of U.S. elementary educators who visited British schools. In addition, in 1986 Smothers School received the Department of Education's Outstanding Elementary School Recognition award.

In 1988 River Terrace was nominated by the District of Columbia School System, but did not receive the award. To show appreciation of staff, Dr. Clark bought pins for the River Terrace staff and conducted a special ceremony to apprise them that they were special.

Her motto is: "If I try, I can. If I can, I will do better. If I do better, I will become the person I want to be."

*'... providing
tools teachers
need to do
their jobs
properly.'*

5. STAFF DEVELOPMENT

Successful schools provide an ongoing, strong staff development program. They hold to the philosophy that no matter how good you are, you can always be better. All building personnel must receive regular, comprehensive, and appropriate development based on continuing needs.

Human values must be fully integrated into every segment of the curriculum and constantly demonstrated by the staff. Respect for others enhances academic performance and improves the learning environment.

Students must learn to accept responsibility for their actions, work as a team member, show respect for other people, and offer something back to others.

Professional specialized personnel and services, such as counseling and health, should be readily available to meet personal needs of individual students.

Margaret Carroll

Principal

Longfellow School, Cambridge, Massachusetts

Principal Margaret Carroll's Longfellow School in mid-Cambridge, Massachusetts, serves a racially and economically diverse community with a 50 percent minority population.

Its K-8 students have become such high achievers that Governor Michael Dukakis came calling in person to discover why Longfellow School was so special.

What he discovered is a community institution with a K-8 standard curriculum, a Spanish bilingual curriculum for the same grades, a day care program, and a community schools program operating from 3:00 p.m. until 10:00 p.m. daily. Longfellow School offers such diverse educational opportunities it is open six nights and seven days a week (an Ethiopian sport team works out in the gym on Sundays).

Under Principal Carroll's guidance, Longfellow School operates in concert with this basic philosophy: "Changes are effected in society when they begin in the minds of children. Ours is a sacred trust. We will work to help each child to learn and grow personally, socially, and academically.

"We hope, at Longfellow School, to: 'Offer each child the fundamental skills that will enable that child to live a full and productive life....Nurture a love and respect for learning that will continue into the adult years....Put each child in touch with his own dignity and self worth....Foster an appreciation for ethnic and cultural diversity.'"

Principal Carroll told peers in Oregon she considers her school three schools in one--primary, middle grades, and upper grades--and is constantly building bridges between them and between the standard program and the bilingual program, finding commonalities and doing what is best for kids in as many ways as is possible.

Longfellow School serves a diverse community in diverse ways. "I've got a million programs going," she said. And listeners believe she is only slightly exaggerating.

There is the holistic approach to reading, the Literacy Center in cooperation with Leslie College, business partnerships, Harvard students' City Step, Big Brothers, tutors, aggressive quests for grants to fund special programs, parental classroom involvement, teaching teams, and providing such a variety of opportunities that every child will want to remain in school.

Principal Carroll talked about potential dropouts: "One kid I called every morning, the first thing I did with my cup of coffee. Nobody cared about Albert. Albert, come to school. Albert found out he loved to dance."

Albert became intrigued with the City Step dance exercise the Harvard students did with the Longfellow fifth-graders. "Albert followed this thing through the eighth grade..."

Talk about diversity and special projects. Longfellow School eighth-graders conduct extensive oral history projects. The first year's project consisted of interviewing women who had worked during the depression and the Second World War. A slide show was created, combining music of the time and recollections by the women involved.

The next year's project involved peoples' experiences during the civil rights era. A small booklet was produced. The next year involved people who served in Vietnam. It dealt with racism in the service, agent orange, and post-traumatic stress syndrome. A booklet of poems and essays emerged, titled "Vietnam Remembered," along with another slide show.

Next project--interviewing Longfellow School students who have immigrated from other countries.

According to Principal Carroll: "The kids are the most important thing."

"We are trying to educate the whole child: the head, the heart, the spirit, the body, and how they interrelate."

Linda Paramore Ford

Principal

Chrysler Elementary School, Detroit, Michigan

Chrysler certainly seemed an appropriate name for an elementary school in the midst of a Detroit neighborhood of expensive townhouses and high rise apartment buildings.

At least that might have been the assumption when it was constructed in a then-affluent section of Michigan's Motor City in 1954. But succeeding years saw the complexion of Chrysler's neighborhood change. And the darker it got, the more likely its white residents would send their children outside the district or to private schools.

Teachers who once were accustomed to instructing the cream of the crop fell victim to the assumption that Black children learn differently and Black children do not achieve because they come from backgrounds that do not prepare them at an early age.

By the time Linda Ford became administrator of Chrysler School in the 1980s, it more closely resembled an Edsel.

Ford found the school dull, unstimulating, and unmotivating. There was a lack of congeniality among its staff. Children—who were extremely capable—were not being challenged. It was her vision to create a stimulating environment at Chrysler in which children would feel loved, and experience caring, where achievement would increase and where expectations for students and staff alike would be high.

She accomplished her goal. But it was not easy. Teachers who had been ignored for years resented having her enter their classrooms and monitor their performance. A small percentage of parents, who long had controlled the school, balked at losing that power. Then there were the problems of declining achievement and low self-esteem among students.

Administrator Ford made extensive use of district support and called in supervisors in language arts and math to reinforce her personal efforts. She stressed oral and written communication skills, requiring students to write daily, kindergarten through fifth grade.

To expedite and facilitate staff development, Ford created a professional growth center in Chrysler School, at which inservice programs were offered during the school day. Retired teachers and administrators took over classes while regular teachers attended.

Because of her unyielding leadership, Ford experienced a 50 percent staff turnover her first year at Chrysler. A team effort among the teachers soon developed. And because of this team attitude and its new dedication, Chrysler now exudes warmth and love.

"It's a great place to be," claims Ford. "There are a lot of hugs, a lot of kisses, and there's a lot of encouragement."

Long active in scouting, Ford has used that movement in the school to enhance self-esteem—along with extensive lessons in Black achievement and Black history. There's a "Yes, I Can Club" for students who need an extra push by mentors for positive reinforcement. And there remains the long tradition of annual competition to design a school T-shirt logo—conducted by the art teacher and judged by local artists.

And there's FLASH—Chrysler School's weekly newspaper—student produced 12 months a year, even during summer vacation. Ford believes it is likely the only such elementary school newspaper in the country and it has created quite a bit of positive publicity.

"It's not staff news," she emphasized for her Oregon audience. "It's children writing on a weekly basis."

It even contains an opinion poll, giving kids an opportunity to express their feelings and concerns. In addition to being a big morale booster, FLASH also provides examples of requirements in the world of work—such as meeting deadlines.

From an education standpoint, Linda Ford's Chrysler is looking more and more like its top-of-the-line namesake.

**'Poor
achievers
can
become
big
achievers.'**

6. STRONG, APPROPRIATE CURRICULUM

There must be a comprehensive, appropriate, and flexible curriculum which can successfully meet the unique needs of students served. Children attend school to learn and curriculum elements are the stepping stones to continuous academic achievement.

Initiatives by Felton Johnson, principal of IS 229, Bronx, have demonstrated a true "success story." Despite widespread poverty, Johnson helped nearly three out of four students score at or above reading levels. "Poor achievers, with a little guidance, can become high achievers. And gifted students can become great shining lights."

Longfellow School in Cambridge, Massachusetts, under principal Margaret Carroll, boasts a literacy center where children comfortably move from books to art to computers to group reading in a supportive atmosphere. Solomon Lewenberg Middle School was dubbed the "Looney Bin" when Tom P. O'Neill, Jr. became principal. It is now a language arts magnet, winner of writing awards, and O'Neill is recognized by *Reader's Digest* as one of America's heroes.

"The positive approach is stressed and the children are given recognition for their behavior, attendance, and academic progress and achievement."

Freda Norvell

Principal

Price Elementary School, Louisville, Kentucky

When Freda Norvell became the principal at James Whitcomb Riley School in Milwaukee, Wisconsin, in 1980, the superintendent of the Milwaukee Public Schools had just directed 20 schools in low income areas to improve the academic achievement and student performance on standardized tests.

The principals of these schools accepted this mission and set out to study the research and literature on effective schools. We were fortunate to work with key effective school consultants such as Ronald Edmonds, Lawrence Lezotte, and Wilbur Brookover. Said Principal Norvell, "This research was valuable in helping each of us to identify the characteristics and essential elements that make schools like ours successful regardless of the background of their students."

At Riley, Freda Norvell's mission was to be totally involved as an instructional leader. Norvell and her staff concentrated efforts on improving the school climate and expectations of students, the delivery of instruction, time on task, and improving staff attitudes. The Riley students continued to improve and ultimately the school was recognized nationally for its progress in academic achievement.

In 1984, she relocated to Louisville, Kentucky. Because of her experiences in Wisconsin and Michigan in working successfully with at-risk youth, Norvell was hired by the Jefferson County Public Schools as an elementary principal. Her first challenge in Louisville was to gain the acceptance of her colleagues, since it was unusual to be hired as a principal if you were not from the school district. Her second challenge was to build trust and acceptance with the staff. "Both challenges were met," she reported happily.

But how?

One of the things she did initially was to spend some time building trust and acceptance with the staff. She told them, "if it's not broke, I'm not going to bother it." She did not go in with a lot of changes. She believed the best thing to do in that first year was to get to know people, to know the community, and to know something about the political history, and then involve the staff in as many decisions as possible. Looking back, she realized that many changes came during her tenure at Price, but because she involved the staff, the changes occurred smoothly.

At Price they developed programs that would give students an opportunity to apply skills they had learned.

Louisville's research department provides a profile of each school which can be utilized as needs assessment. The information contained in the school profile helps schools to make important decisions about where there is a need for action. Contained in the profile is information about student achievement, attendance, and mobility. Other items include substitute utilization, PTA membership, and housekeeping scores. Each school is shown in comparison with the district, and in some areas the school is compared with the state and the nation. This information is useful in developing school plans and identifying areas in need of improvement.

They exceeded expectations in many districtwide competitions (Science Fairs, History Bowls, Odyssey of the Mind, Oratory Contests, and Math Fairs). Price went to national level in the Odyssey of the Mind Contest. In the Young Authors contests, children actually created books. They wrote and illustrated the books themselves, and parents came in to help with the binding of the books. The judging was all done by the children.

In Kentucky, schools receive a "Flag of Excellence" for outstanding performance and attendance. A school must have 80 percent of the students scoring at or above the 50th percentile on standardized tests, and attendance must be 95 percent or better. Price received this honor two out of the three years that Freda Norvell was the principal at Price.

During her tenure at Price, Freda Norvall and the staff enjoyed many successes on an individual, student, and school level.

Hattie Brown

Principal

Bennett Elementary School, Detroit, Michigan

Although each of the educators who gathered in Oregon to share experiences had unique stories to tell, the open hostility that greeted the arrival of Hattie Brown when she arrived as administrator of Detroit, Michigan's Columbian Primary School was one of a kind.

She became the 10th administrator in 11 years to assume the reins of leadership in a small school in which anarchism had become a way of life. Of her nine predecessors, one had held the job five years and some had been hospitalized in the process of trying to cope with the inner city experience.

A coalition of teachers, aides and community representatives did all in their collective power to discredit the administration and run the school for their own benefit. There was an alcoholic teacher who was in school just 28 days during the 180-day school year. One teacher habitually smoked during his lunch. An aide made a practice of telling other staff members what she had in her purse and what she was going to do to them.

There were lunchroom aides who failed to show up for work to punish the administrator, and neglected to call and explain their absence. Community people tried to make her life miserable with phone calls and break-ins. One member of the staff used to leave the door open upon leaving school at night so members of the community could come and play havoc with the office.

Things were out of control. Good teachers shunned the school. And most tragic of all, the children for whom the institution was meant to benefit, suffered irreparably.

Reversing the situation and establishing Columbian Primary as a productive place of learning for youngsters was a painful, three-year process for Administrator Hattie Brown.

The teacher who smoked his lunch was first to go, his position abolished, and instruction shifted to a traveling teacher and technicians in support roles.

The alcoholic teacher was next--his subject eliminated from the curriculum.

Those were the easy changes. The rest required all the assistance administrator Brown could obtain from resources within and outside the district. And primarily they consisted of upgrading the professionalism of the staff and converting the attitudes of parents.

Staff development programs included Effective Schools Research, Essential Elements of Effective Instruction, Teacher Expectations and Student Achievement, and Aide-ing in Education.

Special activities for parents provided pleasant school experiences and information about education and its value for their children. There were workshops, a nutrition program and guidance for organizing an effective, active parent organization. Parents were taken on trips to the University of Michigan and to a vocational center to help raise parental expectations of their children and encourage further education.

This was the first phase in Columbian School's conversion. The second involved more staff instruction--workshops on Cooperative Learning, Reading Comprehension and Assertive Discipline. The third phase included implementation of a schoolwide Assertive Discipline plan, expansion of students' use of computers and the Junior Great Books program. The Ann Arbor Learning Inventory was used to assess student learning styles.

After three years, Hattie Brown's staff was working as a team and Columbian's student achievements reflected those efforts. Much of the success is due to becoming well informed in current pedagogy and maintaining high expectations of both staff and students. The process also included frequent planning meetings, designation of responsibilities, time lines and pacing chart.

In closing, Hattie Brown declared: "Through hard work, we have achieved remarkable results because we believe in our children and the greatest love of all--learning to love yourself."

7. SAFE, CLEAN, ORDERLY ENVIRONMENT FOR LEARNING

Learning takes place best in a safe, clean, and orderly environment. There must be adequate and appropriate materials, equipment, and supplies.

Carolyn S. Reedom

Principal

Paradise Elementary School, Las Vegas, Nevada

***'Eliminate
excuses
for being
unable to
teach.'***

Carolyn Reedom believes school pride and student achievement are interrelated. So when she was assigned principal of Paradise Elementary School—an ancient rundown structure in one of Las Vegas' poorer neighborhoods—her first desire was to spruce it up. She fired off a total of 32 work orders to the facilities and maintenance department.

Most were turned down and she was told the district did not want to invest heavily in renovation because the land on which the building sat was so valuable it would be sold in three to five years.

Principal Reedom's response was that the improvements were an investment in the children attending Paradise School, and if her school did not get the attention, some other school would. She wanted ceilings lowered in classrooms and corridors, better lighting, bulletin boards to display students' work, major repairs to restrooms, etc.

Her requests fell on deaf ears.

Then she received a notice from the associate superintendent, indicating the school board and central office administrators wanted to have extended meetings of the cabinet in individual schools. She applied immediately for a meeting that would be conducted in the spring. Hers was the first application, and she followed up with a phone call and letter.

She notified the coordinator of school facilities the next day and told him of the cabinet meeting that would be held at the Paradise School in the spring. She told him that board members and the superintendent would be visiting Paradise School, and they would see their school, looking beautiful or horrible.

Either way, he would get the credit and she had copies of her work orders she intended to share in the event Paradise more closely resembled the other place when the district's highest ranking officials arrived.

"The next day there were at least eight workers in my building starting on renovations," she declared. "By spring of that year, the school was beautiful and the change was a major contributing factor to the very positive change in student and staff morale."

Actually, it took more than paint and repairs to turn Paradise Elementary around. Most of the rest stemmed from Reedom's enthusiasm and rock hard determination that all children can learn, and that she and her teachers accepted their calling because they cared about kids.

As with other successful principals, Reedom established a schoolwide management program, heavily structured so children knew what was expected of them and parents were fully informed. Rules of conduct were established—in some cases with the participation of students.

"These are the rewards you will receive if you obey the rules," she chanted by rote, "(and) these are the limit-setting consequences that you will receive if you disobey the rules."

A lot of time was spent on staff development and providing tools teachers need to do their jobs properly—Assertive Discipline, Mastery Teaching Techniques, and so on.

"There hadn't been a PTA at Paradise in 10 years," she told fellow principals. So she contacted key people in the community and got one going. Parents did some tutoring and spent a lot of time assisting in classrooms. The PTA staged a carnival that raised \$10,000 for the school. "Unheard of," she told her peers.

Meanwhile, Reedom did a number of things directly with her elementary charges. For instance, there was the Lunch with the Principal program, catered by local McDonalds and Burger King—two

children from each classroom once a week. And Principal's Shadow—a student was selected to work directly with the principal for a day.

Results? Paradise became a model school. Other principals came to observe. The school was recognized for the positive change. Student achievement improved.

Reedom blew Paradise School's horn for the local news media every time she could. "It means a lot to kids and parents to see their school in the news," she said, waving a substantial scrapbook of pictures and clippings.

"We attracted innovative people, willing to try new ideas, evaluate their successes and failures, and modify programs accordingly."

Ida H. Love

Principal

J.S. Chick Elementary School, Kansas City, Missouri

Principal Ida Love solved a nagging, noisy lunchroom problem at J.S. Chick Elementary School in Kansas City, Missouri, by utilizing a little applied psychology. She juggled schedules so fifth and sixth graders were eating their lunch with kindergarteners. The older students quieted and calmed down to demonstrate proper mealtime decorum for their impressionable younger counterparts.

"Just a trick of the trade," explained Principal Love, who called on more than 20 years of teaching experience to transform underachieving Chick Elementary into an institution that achieved national norms at every grade level during her five-year leadership tenure.

"We knew the first thing we had to do. The school had to be organized...get staff in place, get materials, supplies, equipment," she told fellow principals meeting in Oregon.

"Number two...we had to train the teachers and then we brought in support staff."

Principal Love cited the difference between urban and suburban children entering kindergarten. Almost invariably, the urban child was "behind" and that deficit had to be overcome. At Chick Elementary the solution involved the use of teacher assistants—high school graduates trained to extend the lessons presented by teachers, providing more pupils with one-on-one attention.

Providing kindergarten pupils with reading instruction proved to be the key. Chick Elementary's kindergarteners reached second and third grade reading levels and as those children advanced through the grades, their achievement levels continued to exceed the norms.

"We call it giving the children a double dose of instruction," she said. "They [the aides] reinforce the teacher's instruction. They don't have time to use scissors and coloring and drawing—all those things that we consider a waste of time."

Principal Love believes there are lots of reasons schools are not successful, but there are no reasons why schools cannot be successful. Her organizational strategy was designed to eliminate the excuses teachers give for being unable to teach. In response to complaints about a lack of supplies, she made certain the school was well stocked with what the teachers wanted.

"You know those things (paper clips) don't stop teachers from teaching," she explained. But by providing them she eliminated a major excuse for not teaching. She also eliminated noninstructional things that teachers had to do; this gave them more time to teach.

Principal Love also streamlined transition time between subjects and eliminated nonessential activities during teaching time.

"Well, you know you'll find teachers checking the roll and taking lunch count," she recounted. They will take 30 minutes to do that when all they need to do is look out there and see who's absent and check it off. And everybody just about is on free lunch—so why do they need to take a lunch count? How (teachers) get the day started is very, very important!"

At Chick Elementary students write every day. There is a strong correlation between reading and writing. They do daily math drills.

And teachers participate in Principal Love's peer observation program. "Once a month teachers go in and visit a different classroom. They get ideas and suggestions from other teachers," she said. "It is very beneficial to them."

But most of all, she advises a strong look at kindergarten programs. "That's the program that will make a difference in how we succeed," she declared.

8. GENUINE ACCOUNTABILITY

There must be genuine accountability for the performance and progress of staff and students. Everyone is accountable for achieving academic excellence. Accountability must be present at every level. All programs and strategies must be measured regularly to make certain they are producing positive progress toward the school's goals.

And there is an "or else"...Despite comprehensive efforts to assist personnel to improve, those who are either incapable or unwilling to change, and therefore continue to hurt the students served, must be removed.

'Expectations are clear and everyone knows what's going to happen.'

Juana Dainis

Principal

Jose C. Barbosa School, P.S. 206, Manhattan, New York

With "winkling eyes," Juana Dainis described her less than tranquil beginning as principal of P.S. 206 in New York City's East Harlem. Listening fellow elementary principals quickly learned this dedicated educator's sense of humor was exceeded only by her devotion to those who came to P.S. 206 to teach and to learn. And it became obvious that a sense of humor was an essential asset for the principal of 600 third through sixth graders--58 percent Hispanic, 38 percent Black, 2 percent white, and 96 percent from welfare families.

A Puerto Rican herself, Principal Dainis was not wanted when she was first assigned. In fact, she said, there was a big boycott. The school was closed for six weeks. She received death threats, was escorted to and from school by police, and even had police protection in her own office.

The problem was, teachers and parents did not want a new principal. No one wanted to change anything. But there was no instructional program. They were just babysitting. There was no school spirit, no clear concept of what was to be taught, what the state mandates were, or even the mandates of their own board.

Reading and math were taught every day, but reading levels were 19 percent.

"We started by examining the reading program and finally established an interdisciplinary program across the grades," she explained, "with a monitoring and evaluation system."

The math program was changed. Strong science and social studies programs were implemented. Much outside help was used and many teacher committees formed to give everyone a sense of ownership. Among the consultants and outside speakers was Ronald Edmonds of Harvard, and his five correlates for effective schools were adopted.

"We now have a schoolwide testing system and test the children in reading and spelling every week," said Principal Dainis.

Students must write a composition each week and the best are displayed along with posted test scores so everyone knows how everyone else is doing. Together with an honor roll and "super duper" awards for both academic and behavior achievements, the many changes have produced real school spirit.

"We also announce specific achievements over the loud speaker system," she said, "and they really like that."

What happened was the creation of an instructional system so strong a teacher could leave a classroom and the children would continue their lessons, knowing what to do next.

"Our program is very structured," she said. "Expectations are clear and everyone knows what's going to happen in 40 weeks of school."

What are the results of all this effort?

During the last Parent Conference Day at P.S. 206 some 470 parents attended.

After Principal Dainis was mugged in her office at knife point, it was her teachers who went to the district office to get a security guard assigned to their school.

P.S. 206 has been judged among the top 36 elementary schools in New York State and has been cited by the U.S. Department of Education as a model for the country. Its students are tops in their district in reading skills.

Juana Dainis did not tell all of her secrets when she visited Oregon. Like how she got \$700 to take her teachers to a business lunch and afternoon of staff development at the Marriott Hotel. And how she managed a grant and exhibit of student accomplishments at Bloomingdales. And winning the top 10 prizes in student art at the Museum of the City of New York.

Juana Dainis, eyes twinkling, calls it "creative clustering."

Jarratt L. Brunson

Principal

Thomas Jefferson Elementary School, Pasadena, California

When Jarratt Brunson was assigned principal of K-6 Thomas Jefferson Elementary School, white children accounted for about 54 percent of the Pasadena Unified School District (California) enrollment.

That was in 1967. Three years later court ordered integration launched what observers have dubbed "white flight," and minorities became the district's majority. Current enrollment at Jefferson Elementary is about 55 percent Hispanic, 28 percent Black, 12 percent Anglo, and 5 percent Asian.

Principal Brunson said his biggest problem was student turnover—at a rate exceeding 100 percent from June to June. Jefferson's students ranked in the 10th percentile in California Achievement Test (CAT) scores, lowest in the city. Because of earthquake safety laws, the school was split up into four different school sites. Staff morale was understandably low.

Fortunately, Principal Brunson's school was selected to be part of a project called The League of Cooperating Schools under the direction of John Goodlad, through the University of California and the Kettering Foundation. Goodlad's idea was to implement as many innovative practices as possible, without additional funding. Principals met with him twice monthly and heard consultants from all over the country. Brunson and participating principals brought their ideas to their own schools.

"Our staff was involved in the selection of an architect to build a new school, and the building was as innovative as the ideas we were trying to implement," he said. "It had seven classrooms that opened at the center."

A number of Brunson's teachers were too used to doing things the way they always had and could not adjust to the many innovations. Brunson bid them farewell; there were more than enough longing to participate in the new process.

"We started team teaching and I found that three is the best number," he said. "Two is alright but more than three means getting into problems."

Because of massive student turnover, and the influx of ESL (English as a Second Language) and LEP (Limited English Proficiency) students, Brunson formed multi-age classes, combining kindergarten and first grade, first and second, and even kindergarten, first, and second.

"The newest teachers taught the straight grades and the more experienced handled the mixed classes," he explained.

Another innovation was writing their own report cards. Jefferson teachers began awarding effort grades in music, art, and physical education. They also gave effort grades in reading, along with the required letter grade. They found the effort grades, along with a plus or minus, provided incentives for students, and rewarded those who were trying even if they were not performing at grade level.

Bilingual students were a huge challenge. Forty-one percent of the 1987 enrollment was identified LEP. Eighteen languages and 43 countries were represented.

Brunson introduced language arts as the first class of the day. English speaking students had language arts; ESL students broke up in to groups of seven and eight all over the school and studied English with aides who volunteered. Eventually, Jefferson became one of the 30 top bilingual schools in the country.

Its students went from 10th percentile in CAT scores to 60th. Its CAT scores improved 50 points in two years and it became one of 245 "distinguished schools" in all of California.

That is when Jarrett Brunson retired. "I figured, why not go out on top," he told delighted Oregon listeners.

"The key to success with kids is catching them doing something right, so we...ensure that every child succeeds in school everyday."

9. RECOGNITION AND REWARD FOR EXCELLENCE

Excellence in education deserves regular recognition and reward. Programs should be instituted which reward students, parents, and staff for academic success.

George Hughes, Lee School in Milwaukee, Wisconsin, reports that teachers keep close track of each child's skill development. By cordless phone he allows students to call home to share successes with parents as they occur.

Bernard Hamilton

Principal

Walter Bracken Elementary School, Las Vegas, Nevada

Bernard Hamilton was appointed principal of Walter Bracken Elementary School in Las Vegas, Nevada, following Christmas break—a period during which thieves broke in and stole three VCRs and two television sets.

He drove by the building to check it out. He could not believe the graffiti, and the parked cars with broken windows. On the television news that night were pictures of the outbreak of vandalism in the Walter Bracken School neighborhood.

Of Bracken Elementary's 650 enrollment, 35 percent is Hispanic, 25 percent Black, and 10 percent Asian. Principal Hamilton's simple solution to problems involves identifying those who were lead troublemakers and dealing directly with those individuals. That, combined with lots of paint, is the way he cleaned up his school's environment.

The no-nonsense stance is what he describes as "strong leadership." It extends beyond behavior and into the academic arena. He believes not only that every child can learn, but at Bracken Elementary every child *will* learn. For those who disagree, he gladly recommends transfers.

As with all successful principals who gathered in Oregon, Bernard Hamilton believes a school's administrative leader must be highly visible. He visits every classroom twice daily—morning and afternoon. His required office work is relegated to the hours when school is out. At Bracken Elementary, that is before 7:00 a.m. and after 6:00 p.m.

Principal Hamilton quickly discovered needy parents were depositing their children on the school grounds on the way to work and picking them up on their way home from the job. He licked that problem by recruiting a grandfather to supervise those who arrived early, and formed a partnership with a city recreation program that began when classes ended and lasted each evening until 6:00 p.m. In addition to the recreational activities, his teachers coordinate tutoring and a cultural arts program in the multipurpose room during those same hours.

Another Bracken Elementary innovation is periodic surveys of students, parents, and staff—inquiring about attitudes toward the school's leadership, expectations, goals and objectives, school climate, and school/home relations. Results are computerized and matched with test scores and other programs. Weaknesses prompt program changes and the process enables Bracken's teachers to target specific students and achieve better academic results.

Principal Hamilton also leads the way in recognizing outstanding students and teachers. Teachers receive supplementary training and a measure of their respect and devotion is willingness to participate, with spouses, in three-day workshops away from the school without extra pay!

In many ways, Bernard Hamilton runs his school as if it were a business. He prioritizes his time and if a task does not affect student achievement, he will drop it. He is an advocate of *In Search of Excellence*, *The One Minute Manager*, and *Investment in Excellence*.

*'Constantly
reinforce high
expectations
with rewards
for achievement.'*

He is willing to spend longer hours, days, weeks, or months on the job, and believes those who do not embrace that ethic should change jobs.

George M. Hughes

Principal

Lee Elementary School, Milwaukee, Wisconsin

George Hughes' cordless telephone was one of the most delightful innovations revealed during that first gathering of outstanding elementary principals on the Oregon Coast.

Principal of Lee Elementary School in Milwaukee since 1974, Hughes believes all children can learn and will learn if those entrusted with their instruction maintain high expectations of them. He constantly reinforces his belief with rewards for achievement.

While those are key elements in the success formula utilized by all participating principals, the cordless phone uniquely personalizes the reward aspect.

"I'll walk into a classroom and ask the teacher to give me the name of a youngster who is doing well that day," he explained. "I will sit down at that youngster's desk and call and let the parent know that child is doing well. And then I'll give the phone to the child and let the child talk with the parent."

The cordless phone exercise produces a bonus when Hughes uses it on four and five-year-olds. Many do not know their phone numbers and he may have to skip over several before being able to complete a call. He said it is astounding the number who know their numbers when he next visits that room!

Hughes even has a way to personalize these rewards for those whose parents do not have telephones. Those parents receive a postcard—a "positive card"—in the mail.

Lee Elementary serves an enrollment of 695 children from what he describes as a very low socio-economic neighborhood.

Nevertheless, test scores have risen to 64 percent over all since 1980. Student achievement has moved continuously upward. Eighty-eight percent of sixth graders were scoring low in reading in 1980 and 12 percent were average. There were no high scorers. By 1987, only 33 percent were in the low category and all the rest were average or high.

Math achievement was even more spectacular. From 64 percent scoring low and the rest average in 1980, Lee's 1987 sixth graders had 41 percent scoring in the high category.

In addition to inspiring his teachers, George Hughes holds them strictly accountable for student progress. Teachers have come to actually enjoy their six-week performance reviews and come amply prepared to show him how their children are improving and excelling.

Home work—five days a week—is a must at Lee Elementary. And parents are informed about the school's expectations in this regard. Homework completion is a schoolwide competitive event. Children who complete all their homework wear red buttons. Classes strive to come to assemblies with every member wearing a red button. The three classes with the highest percentage of red buttons each year win a field trip—in 1987 it was a day-long trip to the Chicago Museum of Science and Industry, including lunch and travel in air-conditioned buses (paid for by a well-to-do benefactor friend of Principal Hughes).

Actually, in 1987 four classes participated because two tied for third place.

Lee School also exposes its students to successful adults from many careers and professions. Each reads to students during the visit, emphasizing that among things they must do if they aspire to that career or profession—they must become good readers. Photographs are taken of the visitors with the children and put in a scrapbook, along with written descriptions of the visits.

Principal Hughes is adamant about providing positive role models for his students.

He also is sneaky on occasion. Take the book fair, for instance. During the one he described to peers in Oregon, some \$1,600 worth of paperbacks were sold to students and their parents. Chuckling, he said: "We are sneaking books into the home."

"(Our program is) based on the concept that education is a lifelong process wherein the community, individuals, business, and public and private agencies share responsibility for...educating all members of the community. Our students continue to excel because of these collective efforts to insure quality education."

10. STRONG COMMUNITY & PARENTAL SUPPORT

*'We
believe
we are
the best.'*

Schools benefit greatly from a strong sense of community pride and support. Every effort should be made to encourage meaningful involvement of families and the community in the school's operation.

All members of the school staff must continuously seek the involvement of parents and the community.

Walter Henry

Principal

Burrville Elementary School, Washington, D.C.

Burrville Elementary School serves a predominantly minority enrollment of 400 in inner city of Washington, D.C.

Principal Walter Henry was concerned about the lack of security and self-esteem among many of his students—65 percent of whom live in public housing. Much of the school's absenteeism could be attributed directly to the fact many youngsters were ashamed of what they wore.

Complicating the situation was the trendy attire of students from middle class families. He suspected their designer jeans and fashionable running shoes sometimes prompted poorer families to resort to less than conventional methods of obtaining similar clothing for their children.

Principal Henry wondered if tolerating that situation was tantamount to condoning false standards. He thought about the dress-up days at Burrville Elementary and how successful they were with students. He was also reminded that on dress-up days the attitudes of students were very different—there were even fewer fights.

"I started giving this some thought," he told fellow principals in Oregon. "Suppose youngsters came to school dressed up every day? We could put our emphasis on education instead of clothes. And then I wondered about uniforms like they were using at Catholic schools."

With a certain amount of trepidation, he presented the idea to his teachers. Only one was not enthusiastic. So he asked a committee of teachers and parents. They said: "We like the idea and think it will work."

The next step was Board members. Their conclusion was: "The parents are for it, go with it."

So Principal Henry surveyed all parents, explaining that the uniforms would consist of jumpers for girls and trousers, shirts, and neckties for boys. Cost would be about \$160 a year for three changes.

About 90 percent of all parents responded positively. A PTA meeting on the subject followed and those favoring the idea sold the remainder.

On the first day of school the following year, 98 percent of Burrville's students arrived in uniform—the uniforms of the remaining 2 percent simply hadn't arrived on time. The news media were there and the results were astounding. There was local and network television coverage. Articles appeared in *Time* and *Newsweek*. Visitors came from Philadelphia, New York, and West Virginia to see what impact it had on the youngsters.

"Attitudes really changed," Henry exclaimed. "You'll see our boys opening doors for girls."

The all too familiar threat: "See you at three" no longer means a fight on the street after school.

"I told them from Day One I didn't want them to fight anywhere, but they can't fight on the street because they're wearing our school uniform and that would be an embarrassment," Henry told an enthusiastic audience.

A PTA campaign solicited funds sufficient to cover those few families unable to afford the uniforms. And now when a family moves away, the school purchases their children's uniforms to pass along to others. Parents of sixth graders going on to junior high nearly always donate their uniforms to the school.

The program was so successful at Burrville Elementary, it was adopted the following year by many more in the district.

Wilhelmina S. Quick

Principal

Newberry Elementary School, Detroit, Michigan

Administrator Wilhelmina Quick's vision of Newberry Elementary School in Detroit is that of an educational oasis in an urban desert.

But it was far from that when she assumed her administrative role. Staff morale was very low. Teachers had little respect for administrators. Many had been there for years and had negative attitudes about change.

"Lunch hour, I could not live with," she said. "Class passing, I could not live with. Teachers fighting teachers, I could not live with."

Her first inclination was to clean house.

Her supervisory training, however, told her that was not the course to follow. Rather, by observation and talking with the former administrator, she identified leaders of the opposition. She established a task force and assigned those teachers to it. The purpose was to identify problems, seek solutions and implement them.

The task force met twice weekly in the beginning. She would put a problem on the table and ease her solution in with it. When she had a consensus and brought it to a full staff meeting, the fact the dissenters were already on board meant each proposal would become policy. Gradually, her vision became reality. After two years, the task force was meeting only on a monthly basis.

A major problem administrator Quick overcame involved the fact that 90 percent of her students did not live in the neighborhood in which Newberry Elementary was located. They were bused in and out—a seemingly insurmountable hurdle as far as implementing extra-curricular activities. Parent involvement was sparse to nonexistent.

Consequently, activities were offered to the entire population during the school day—Junior Achievement, a Scouting program, and a Future Problem Solving activity, the latter enabling her students to compete on a statewide level.

"Our students didn't win," she said. "But ours was the only school in Detroit that was invited to attend and it gave our students a special opportunity to participate in a program that deals with higher order thinking skills and problem solving."

The inability of many of her students to comprehend the consequences of their actions troubled administrator Quick. In counseling children for fighting, she would ask what happens when they hit another child? The answers invariably involved "getting into trouble" or being "suspended." Never were they concerned about the hurt they inflicted on the victim.

Because of that condition, she found that children were getting involved in situations that could lead to their death. After a summer of pondering the problem, she conceived a solution for Newberry's fourth and fifth graders who were considered at risk academically or behaviorally.

She calls it the "Winner's Circle" and it is operated by a student teacher who meets with specifically identified students for an hour twice a week. They discuss problem solving skills, handling conflict, consequences, the importance of achieving and identifying potential career targets. Once a month a prominent person from business or government meets with the group—bringing a memento for each student—and reinforcing the discussions they have been having by explaining how they had to prepare for the position or job they hold. Culminating activities are field trips to the places where the visitors work.

To reach the mass of her enrollment, administrator Quick has each teacher spend 15 or 20 minutes each morning discussing values and human conflict.

The result: One of her Winner's Circle boys was voted the most improved student in the school.

Quick credits an innovative superintendent with helping make possible what her district calls its Blueprint for Success—the result of brainstorming and utilization of creative solutions for problems.

"We believe we are the best," she declared emphatically.

ANSWERS TO 14 IMPORTANT QUESTIONS

The Blue Ribbon principals were asked to answer 14 important questions with regard to assuring school success. Following is a condensation of their responses and recommendations.

1. *What are the top three factors that make your school effective?*

High expectation and pride, or you have to believe it before you can do it!

- A CLEAR SCHOOL VISION OF ACADEMIC EXCELLENCE, STRONG LEADERSHIP, and ACTIVE STAFF INVOLVEMENT IN THAT VISION.
- Programs designed to meet the needs of the children with EMPHASIS ON VALUES AND PROMOTING SELF-ESTEEM.
- HIGH EXPECTATIONS FOR STUDENTS AND STAFF--The firm belief that ALL STUDENTS CAN LEARN, programs can be put in place to ensure that ALL CHILDREN WILL LEARN, and school personnel are ACCOUNTABLE FOR ACHIEVEMENT RESULTS.
- A COMMUNITY BELIEF THAT THE SCHOOL IS THE BEST in town evidenced by high parent and community involvement.
- Teachers committed to TEACHING ALL KIDS.
- THE STUDENTS FEEL A SENSE OF PRIDE in the school and ARE EXPECTED AND WANT TO HELP keep the school orderly and clean.

Getting organized--everyone has a role, there's never enough time in the day, or we're all in this together

- The school's management system incorporates input from teachers, support staff, and parents--everyone is actively involved in PROBLEM SOLVING AND DECISION MAKING.
- Staff have ACCEPTED OWNERSHIP IN THE SCHOOL MISSION and demonstrate cooperation in a collective effort.
- ALL professional decisions are DRIVEN BY THE SCHOOL MISSION.
- All classrooms are structured and businesslike; POSITIVE REINFORCEMENT is the primary means for motivating students.
- ORGANIZATION of the school's physical plant, schedule materials, and support systems ensure the immediate implementation of programs to meet children's needs.
- TEACHERS ARE PROFESSIONALS and are treated that way.
- STRONG, STRUCTURED CURRICULUM in place with emphasis on major subject areas (reading, mathematics, writing, science, and social studies).
- TIME ON TASK--Classes start on time and teachers are WELL PREPARED.

'High expectations and pride; getting organized; and a goal of excellence.'

Excellence is a goal, not an end--we can always get better, or when you stop trying to improve, you better plan to move

- CONTINUAL STAFF DEVELOPMENT including monitoring, coaching, and regular feedback by the principal to ensure teachers are using effective teaching techniques.
- KNOWLEDGE of "STATE OF THE ART" methodology and pedagogy.
- ONGOING, SYSTEMATIC EVALUATION of student progress.

'Set an example; be a cheerleader; and celebrate.'

2. How do you as principal convince and influence teachers to have high expectations for low income students?

Do as I say, do as I do--setting the example

- Share HIGH EXPECTATIONS with everyone during the initial staff meeting.
- Articulate MY BELIEF that ALL CHILDREN CAN LEARN and must be given stimulating experiences to help them achieve.
- THE PRINCIPAL models the behaviors she or he expects from teachers--LIVING THE PHILOSOPHY.
- DO IT, DON'T JUST TALK ABOUT IT--or developing programs such as a homework policy which demonstrates children will do more and are expected to do more--a "domino effect."
- NOT ALLOW A "PUT DOWN" OF ANY STUDENT in my presence.
- Make it clear that SOCIOECONOMIC STATUS OR ETHNICITY HAVE NOTHING TO DO with a child's potential ability.

The cheerleader effect

- Act as a CONSTANT CHEERLEADER in encouraging teachers to ALWAYS DO BETTER.
- ARTICULATE the belief that all children can learn and my belief that the staff can do the job.
- Bring in PEOPLE TO TALK WITH STAFF about their SUCCESSFUL EXPERIENCES.
- Provide REGULAR FEEDBACK to staff through monitoring performance and instructional conferencing.
- POSITIVELY REINFORCE teachers who model high expectations for their students.
- CONSTANTLY PREACH about how all can learn and GIVE TEACHERS WHAT THEY NEED to make their classes work for all kids.
- Provide OPPORTUNITIES for staff TO SEE successful teaching strategies that produce high achieving students.
- Do outreach to PARENTS allowing them to convey THEIR ASPIRATIONS for their children.

C-E-L-E-B-R-A-T-E . . . Nothing breeds success like success

- **SHARE CHILDREN'S SUCCESSES** with the school at large--Nothing succeeds like showing success.
- **TALK ABOUT SUCCESS STORIES** of teachers and students at staff meeting.
- **CONTINUALLY FOCUS PUBLIC ATTENTION** on the mission of the school
- **PUBLICIZE SUCCESSES**--to staff, students, parents, and the community.

3. What are your procedures for delegation of tasks to others?

I can't do it alone--and I don't want to

- **IDENTIFY** who will take over the supervision of new programs after initial implementation, then turn the program over to this individual and provide ongoing support.
- **OBSERVE AND ASSESS** staff strengths and needs; **PRIORITIZE** the school's need areas and **MATCH** talents.
- Provide **GUIDELINES** according to skill level but **ALLOW FOR INDIVIDUAL CREATIVITY**.
- **Allow staff to IDENTIFY GOALS, OBJECTIVES, AND TASKS**, ensuring that they articulate the relationship between these goals and the overall school mission.

Two heads are better than one--many are even better

- A **SCHOOL EFFECTIVENESS PLAN** is written by the entire staff each year.
- The **ASSISTANT PRINCIPAL** is responsible for organizing a committee for the following areas: program, newsletter, homework, discipline, and computer and science.
- Teachers involved in **SCHOOL BASED MANAGEMENT** realize they are empowered to get things done, and they have to pitch in and **MAKE IT HAPPEN**.
- The school is divided into **TEAMS**: primary, middle, and upper grades. Agendas are set and teachers take turns chairing meetings--results are **WRITTEN UP AND SHARED**.
- A **STAFF DEVELOPER** works with staff and a **PARENT COORDINATOR** works with parents.
- **CURRICULUM COMMITTEES** review materials and plan future purchases.

Delegation does not mean abdication--the principal is still ultimately responsible

- Ensure that when responsibility is **DELEGATED**, there is corresponding **AUTHORITY** and **ACCOUNTABILITY**.
- Ensure that those **ASSIGNED** to task have the necessary skills and support to complete the task successfully.
- Consistently **MONITOR AND EVALUATE** program progress and success.
- **Insist** on clear **TIMELINES** for completion of projects.

***'Identify
and
prioritize;
involve;
and
delegate.'***

**'Helping
hands;
experts;
and quality
reading.'**

- REWARD innovation, creativity, and program success.

4. What are some of the most important human and material sources providing information and ideas for school reform?

Helping hands were greatly appreciated

- Other PRINCIPALS AND ADMINISTRATORS, especially respected, experienced, and successful principals.
- PARENTS AND STUDENTS.
- A functional PROFESSIONAL NETWORK of like minded educators.
- TEACHERS AND OTHER STAFF who possess a fantastic amount of knowledge and expertise which can be effectively channeled to support the schools mission.
- Visitations to GOOD PUBLIC AND PRIVATE SCHOOLS for frequent "creative theft" of ideas and programs which result in high student achievement.

If you want to learn, don't be afraid to ask, and ask the best

- CURRICULUM MODELS including Teacher Expectations and Student Achievement, Cooperative Learning, and Mastery Teaching Techniques.
- ORGANIZATIONS like Regional Educational Laboratories, Centers for Professional Growth and Development, League of Cooperating Schools, and I/D/E/A (Kittering Foundation) Fellows Program.

And lots and lots of quality reading

- Reading materials: books, journals, magazines, and reports addressing personally identified areas of weakness.
- The principal and staff consistently read and then report on RECENT RESEARCH AND EDUCATIONAL MATERIALS at weekly staff meetings.
- Research on effective schools.
- Educational leadership journals, Elementary Principals Magazine, professional journals.

**'Look to
the school's
mission
and needs.'**

5. In what areas is the need for staff development the greatest?

The more we know, the more we know we need

- Teachers, principals, secretaries—EVERYONE who has contact with the children—they are all part of the education team.
- Retraining PROFESSIONALS should be done by professionals—ongoing and geared to specific needs.
- NEW TEACHERS—many of these teachers have to be trained in organizational skills, methodology, and general school routines.

Content is driven by the school's mission and needs assessments

- Integration of HIGHER ORDER THINKING SKILLS into instructional program.
- Utilization of SCIENTIFIC METHODOLOGY in student laboratory experiments and experiences.
- Relationship between WHOLE LANGUAGE DEVELOPMENT--thinking, reading, and writing.
- Ways to best deal with MAINSTREAMED bilingual and special needs students.

How to do it successfully

- MASTERY LEARNING.
- Effective INSTRUCTIONAL PRACTICES that enhance student acquisition of skills.
- Analysis of LEARNING STYLES of students and application of information to instructional programs.
- Raise staff EXPECTATIONS of students.
- Raise SELF-ESTEEM in students.
- CLASSROOM MANAGEMENT techniques.
- ALIGNMENT of curriculum, instruction, and evaluation.
- TEST analysis and use.

6. What are the most important actions that principals should take immediately after assuming leadership of an ineffective school?

If you don't know where you are going, you can end up anywhere

- Develop a VISION and a PHILOSOPHY that will govern the direction of the school.
- ARTICULATE the vision for school to staff, parents, and students.
- Communicate high EXPECTATIONS by word and deed.
- Become the HEAD CHEERLEADER--state the mission and don't veer from it.
- Set an EXAMPLE of high expectations for students and staff.

To get where you are going, you must know where you are starting from

- Review the school PROFILE.
- ANALYZE DATA on student performance to identify major instructional needs.
- Identify PROBLEMS requiring immediate attention, and TAKE ACTION, even if it only buys some time to deal more effectively later.
- Conduct a NEEDS ASSESSMENT involving participation from teachers, parents, and support staff; from this information identify high priority needs and write your school plan to address these needs.

'Develop a vision; have a road map; and monitor progress.'

- Conduct an ORGANIZATIONAL ASSESSMENT including historical perspectives on achievement, strengths and weaknesses of staff, curriculum needs, and unique needs of the students and families served.
- Make a GENERAL ASSESSMENT in terms of climate, curriculum, and evaluation practices.
- Create and involve STAFF COMMITTEES in the assessment process to develop a sense of ownership in initiating and executing change.
- Begin to look at STAFF STRENGTHS and WEAKNESSES.
- Meet with COMMUNITY LEADERS to conduct needs assessment.
- Study the POPULATION--get to know your constituency.

Develop and follow the road map

- Develop a SCHOOL IMPROVEMENT PLAN selecting priority areas and establishing goals, objectives, activities, inservice components, and materials and equipment.
- PRIORITIZE objectives for each day.
- Build and maintain a strong COLLEGIALITY between staff and principal.
- Develop, articulate, and monitor INSTRUCTIONAL GOALS and OBJECTIVES.
- DESCRIBE to the staff what must happen to move the school to a state of success.
- PROVIDE MATERIALS and SUPPORT to allow objectives to happen.
- Ensure PARENTAL AND COMMUNITY INVOLVEMENT and meaningful participation in the process.
- Establish SUPPORT SYSTEMS in school and out of school.
- Organize the PHYSICAL PLANT to promote the school's mission and to meet instructional objectives.
- Establish ongoing STAFF DEVELOPMENT to meet the assessed needs.

Monitor your educational compass and making course corrections as needed

- Constantly REVIEW student, staff, and school data to monitor progress toward the mission.
- Design a VEHICLE to hold all staff members accountable for improving the school.
- Ensure that the plan is PUT INTO ACTION.

***'Be visible;
interact;
commemorate
and reward.'***

7. *What activities support and assist in developing and maintaining good principal-student relationships?*

Management by walking around

- VISIBILITY--visit classrooms, be seen in hallways, talk with students.
- INTERACT with each student socially as well as academically and in disciplinary encounters.

- TEACH as often as possible in all classes to let the students see you in the most important role of all.
- Run assembly PROGRAMS with student involvement.
- Visit parents' HOMES--for positive and negative conferences.

But it's more than just being there

- Be the school's greatest CHEERLEADER--praise constantly.
- Support and maintain ORDER and DISCIPLINE.
- LISTEN to students read and provide positive incentives.
- Provide lots of positive REINFORCEMENT through programs, incentives, assemblies, love, hugs, and saying "Yes, you can" to all students.
- MONITOR each child's academic development and make suggestions for enhancing their individual progress.
- REWARD and PRAISE individual achievement academically as well as behaviorally.
- BE SENSITIVE to the needs of the students--when necessary, find ways to provide clothing, food, counseling, and family support.
- Provide experiences in school that BROADEN THE HORIZONS for students--particularly when socioeconomic status prevents opportunities for participation in all levels of community activities.
- Make sure behavior is in keeping with a positive ROLE MODEL for students.
- Use a variety of positive INCENTIVE PROGRAMS to reinforce positive behavior (Lunch with the principal, principal's shadow, students of the week).
- Send positive COMMUNICATIONS TO PARENTS regarding student behavior.

8. *How can principals be instructional leaders when other duties take up too much of their time?*

You don't have to do it all yourself

- Set priorities making instructional improvement NUMBER ONE.
- Do administrative and clerical work AFTER SCHOOL.
- Being an instructional leader includes a wide variety of duties and many can be DELEGATED.
- Learn effective TIME MANAGEMENT--keep a log of daily schedules to assess use of time and accomplishments.
- Improve ORGANIZATIONAL SKILLS.
- Develop an effective CHAIN OF COMMUNICATION with staff.
- PREDICT questions and problems, and attempt to answer and address these concerns before they occur.
- Be sure PRIORITIES FIT THE MISSION--don't get sidetracked.
- Employ a STAFF DEVELOPER with instructional improvement as #1 agenda.

*'Set priorities;
delegate;
manage time;
organize;
predict.'*

**'Schedule
creatively;
tap all
resources.'**

9. How can teachers be freed from classes to attend staff development sessions for the entire staff?

Creative scheduling

- SPLIT UP OR COMBINE CLASSES, if necessary,
- SCHEDULE SPECIAL ACTIVITIES (arts-to-schools, fire prevention programs) at training times.
- ASK TEACHERS which they prefer-after school or Saturday training.
- Schedule training in SMALL GROUPS during the school day or on the required Wednesday after school meeting time.
- Utilize DOUBLE SESSIONS.
- Arrange FIELD TRIPS for several classes and allow adult coverage to include parents and school service assistants, releasing the regular teacher for training.
- Hold sessions AFTER SCHOOL and pay staff a training stipend.
- Request EARLY STUDENT DISMISSAL.
- Plan staff development activities in the morning BEFORE CLASS begins.
- PAY TEACHERS to attend trainings during "non-class" hours.
- Plan BLOCK SCHEDULING of specialists to free groups to meet regularly.
- Provide each team with one WHOLE DAY each term for training.
- Arrange for ASSEMBLY PROGRAMS to free the teachers to attend the staff development sessions.
- Develop a rotation schedule utilizing SUPPORT STAFF to provide coverage.
- MONTHLY RELEASE DAYS provided as part of the regular calendar.

Tapping all the resources

- Hire SUBSTITUTES to cover classes.
- Request RETIREES to come in during inschool staff development programs to provide instruction.
- Utilize PARENT VOLUNTEERS with nonteaching staff to cover classes.
- Hire SUBSTITUTES on an extended contract to provide release time one week at a time.
- Business and district cooperation allow provision of VOLUNTEERS.
- Solicited GRANTS from local businesses, service groups and individuals in the community.

10. How can major student discipline problems be improved?

Set expectations

- Make a safe, orderly environment FIRST PRIORITY. Rules of emotional and physical safety are paramount and require a strong, active model by the principal.

**'Set
expectations;
prepare
for success;
follow through.'**

- Develop a BEHAVIOR MODIFICATION plan for the whole school including hallway traffic, lunchroom activities, playground activities, arrivals and dismissals.
- RULES for behavior should reflect high standards for discipline both in and out of the classroom.
- Develop a code of conduct collectively with staff, students and parents, and be certain EVERYONE can repeat the expectations.
- Assess and discuss current discipline concerns with the staff. Identify SPECIFIC PROBLEM AREAS, and be prepared to be on the frontline of enforcement along with the teachers.
- Review "discipline MODELS" to seek information. Write your own discipline plan or adapt an appropriate plan from inservice training on effective discipline.
- DESIGN A PROCESS to develop school rules, to evaluate appropriateness of these rules and to make modifications.
- Have INDIVIDUAL CLASSROOM TEACHERS develop rules for the classroom which correspond to and support the school rules and management plan.
- Always involve PARENTS in addressing major student discipline issues.
- Let them know what is expected and what the consequences are if violations occur.
- Use the STUDENT CODE of conduct as a guide (A citywide behavior policy adopted by the Board of Education).

Prepare for success

- TRAIN teachers well on issues of effective classroom management.
- INVOLVE STUDENTS in activities for building a positive school climate.
- KEEP PARENTS informed and involved in all steps of establishing a positive learning environment.
- Provide INSERVICE, written information, and practice in models of discipline theory and implementation, taking into consideration individual differences of students and staff. Train the total staff in "Assertive Discipline" emphasizing use of the mode in all aspects of the school.
- Develop a SYSTEM of positive cognition (schoolwide).
- RESEARCH and receive training in methods of effective, positive discipline.
- EMPOWER teachers with authority and skills to provide excellent classroom management.
- Conduct ASSEMBLIES outlining expectations for behavior.
- Post rules and expectations in classrooms, hallways and offices.
- Make expectations clear to families during PARENT CONFERENCES.
- Always promote and reward excellent behavior.

Consistant follow through

- Once the plan has been developed and implemented, regularly MONITOR behavior in all areas of the schools.
- Identify, address and ACT quickly on areas of difficulty.
- Allow parents and children to PARTICIPATE in problem solving.

***'Monitor
progress
regularly;
provide
timely
feedback.'***

- ON GOING INSERVICE TRAINING around specific behavioral issues.
- REWARD and publicize excellent behavior.
- Maintain high expectations for behavior as well as academic performance.

11. What are three procedures that you use to monitor and assess instruction?

The principal must monitor student achievement and progress regularly

- MASTERY LEARNING provides constant feedback with corrective and enrichment work.
- Utilize both standardized and teacher made TESTS.
- Frequent, regular classroom OBSERVATIONS, both formal and informal.
- Use a CHECKLIST to look for specific behaviors during observations.
- Keep individual student PROGRESS CHARTS for different subject areas including clear identification of essential skills.
- Submit regular REPORTS in reading and math which identify skills mastered and those not mastered.
- OBSERVE students randomly, asking them to demonstrate skills.
- Check teacher LESSON PLANS to see if they address areas of need.
- Management by WALKING AROUND—frequent, unannounced visits.
- CHARTS in the principal's office listing all reading and math levels by classroom and individual children.

Constructive, timely feedback to staff and students

- CONFER with staff on a regular basis.
- Provide FEEDBACK TO PARENTS regularly.
- Review the SCHOOL PLAN to determine whether or not goals have or are being met.
- Provide immediate feedback and assistance following instruction and evaluation DAILY.
- LET STUDENTS KNOW how they are doing every step of the way.
- Ensure opportunities for FORMAL AND INFORMAL INTERACTION with teachers and students.
- Review teacher PROGRESS REPORTS at least two times each year.
- Meet with PARENTS at least 2 times each year.
- Conduct detailed review of all TEST DATA and interpret results to staff, parents and students.

Plan accordingly

- The MANAGEMENT SYSTEM includes testing, assessing, instructing, further evaluation and reteaching or program modification.
- The PRINCIPAL AND STAFF DEVELOPER meet regularly with teachers to review progress and plan programs to meet identified needs.

- TIMELINES for implementation of curriculum are issued.
- The SCHOOLWIDE TESTING PROGRAM is used to analyze individual student progress, teacher effectiveness and program strengths and needs, results sent to the principal every Monday.
- A monitoring CONFERENCE is held after each progress reporting period.
- INDIVIDUAL ASSISTANCE PLANS are developed for each underachiever and monitored by the Instruction Support Team made up of the principal, teachers, counselor and other support personnel, on a monthly basis.
- TESTS ARE ANALYZED for types of questions not being answered correctly and remediation built into the program.
- Long and short range CURRICULUM GOALS are established for each teacher.
- The principal VISITS CLASSROOMS DAILY providing feedback, positive reinforcement and notes for improving the instructional program.
- At the end of the year, all assessment data are reviewed, interpreted to the staff, and used to build program improvement for the following year.
- GOAL SETTING with individual teachers and students is an on going, integral part of the program.

12. *What are innovative approaches to scheduling and programming of the school day?*

Set your priorities

- Schedule priority subjects during PRIME TIME (math, reading). Basic skills take first priority with other subjects scheduled accordingly.
- Incorporate LARGE BLOCKS of uninterrupted instructional time daily for reading and math. Blocks of time are also put together to reinforce reading in content areas.
- Use a MASTER CHART in your office with each teacher's schedule on it.
- Set PRIORITIES with staff. Everybody gets a questionnaire asking what they want, what they need, and their individual class priorities.
- A COMMON PLANNING TIME for teachers in the same grade helps coordinate services.
- TEAM TEACHING utilizing combined talents in larger blocks of time.

After the priorities are addressed

- SPECIAL EDUCATION is combined into one class in gym and music. Students are mainstreamed during the same periods. This adjustment allows necessary preparation periods affording teachers additional time for special activities.
- FLEXIBLE DOUBLE SESSIONS are used for overcrowded schools.
- A team of staff, including staff developer, teacher, principal and support personnel FORMULATE SCHEDULES.
- A MORNING TIME is established for all Limited English speakers to provide extra instruction at the same time.
- CLUSTER TEAMS provide people who work together with the same group of student's an opportunity to plan together.

***'Set priorities;
provide planning
time; use a
master chart.'***

***'It's required;
it's not busy
work; it's
rewarded.'***

- Movement Education is scheduled with other classes to provide maximum USE OF PLAY FACILITIES.
- A schedule for CROSS GRADE TUTORING is established.

13. What are your homework policies and practices?

Practice makes perfect

- Homework is REQUIRED from all students frequently, including weekends.
- PARENTS ARE EXPECTED TO SIGN homework and teachers grade and provide feedback on homework rapidly. Parents are notified if homework is not returned and all parents know to expect homework on a regular schedule from all students.
- The AMOUNT of homework corresponds to the student's grade level.
- The homework POLICY is stated in the students' handbook which goes home on the first days of school. The first paragraph explains the district and school's philosophy regarding homework, the amount of time expected, and the importance of parental involvement.
- When students come to school WITHOUT ASSIGNED HOMEWORK, they must complete a HAM (Homework Assignment Missing) explaining why they did not do homework and what they did instead.
- No homework is given until the teacher is reasonably assured that the children have had GUIDED PRACTICE and know what they are doing.
- Homework is NOT BUSY WORK, but specifically designed to promote skill mastery.
- Weekend homework assignments focus on SPECIAL PROJECTS requiring more time and research.
- Children are REWARDED for completing their homework assignments.
- Homework is a REVIEW OF PAST INSTRUCTION, not new work.
- Homework must be a LEARNING EXPERIENCE, clearly understood by the student and never used as punishment.
- Homework should be CORRECTED PROMPTLY, followed by individual feedback by teacher to students.
- PRINCIPAL MONITORS homework by asking students and teachers about the focus, time and success of assignments.
- A HOMEWORK CENTER is staffed three days per week by volunteers.
- Teachers COORDINATE ASSIGNMENTS to enable students ample time to complete extensive projects in a particular class while attending to the pertinent work in other classes.

14. What are programs and ideas for teaching specific subjects?

Reading/Language Arts

'Lots of time; quality materials; preparation.'

SPEND LOTS OF TIME:

- EXTENDED day reading improvement.
- SILENT READING and read aloud every day.
- Reading and writing are STRESSED IN THE CONTENT AREAS.
- FREQUENT writing assignments.
- Special emphasis on writing especially in GRADES 3-5.
- Have students read and write THEIR OWN BOOKS.
- Writing time INTEGRATED part of reading and language arts.
- ORAL REPORTS are an integral part of the program.
- Teaching to specific OBJECTIVES.
- Basic skills instruction TIME IS PROTECTED - field trips, assemblies and other extra activities are not scheduled during this time.

USE QUALITY MATERIALS:

- WHOLE LANGUAGE APPROACH through all subjects and grade levels.
- EARLY CHILDHOOD language development centering on experience.
- A strong PHONICS program.
- Diagnostic PRESCRIPTIVE approach.
- Structured Teaching in the area of Reading (STAR) PROGRAM.
- Children's LITERATURE (i.e.) Junior Great Books used in each class.
- The DISTRICT CURRICULUM is the basis of instruction with additional materials selected to facilitate the implementation of the curriculum and augment instruction.
- Houghton/Mifflin Reading K-5, Scott Foresman English 3-5; and McDougal, Littell Spelling Series PUI-5.
- Established a LITERACY CENTER (K-3), which is a model program based on whole reading theory.

and PREPARE, PREPARE, PREPARE

- Early LEARNING DISABILITY IDENTIFICATION with tutors assigned.
- Unlimited use of xerox machine for teachers to MAKE THEIR OWN MATERIALS.
- Lots of making of books, materials available for children to READ SILENTLY each day and for teachers to read to children daily.
- A schoolwide CREATIVE PUBLICATION is published four times a year.
- HETEROGENEOUS CLASSROOMS (race, class, achievement levels) with curricula integrated around themes.
- Each TEACHER MUST READ the stories before introducing them in developmental reading.

- Each teacher must develop CORE VOCABULARY at the chalkboard and comprehension skills must be a number one priority.
- A VOCABULARY LABORATORY must be used with concrete objects in it to help low socioeconomic children grasp the vocabulary.
- CROSS GROUPING for reading.
- BRINGS POSITIVE, MEASURABLE RESULTS:
- TESTING of reading units once a week.
- Creative writing CONTEST - winners published.
- Results of individual reading scores are REVIEWED REGULARLY by the principal and student achievement is rewarded publicly.

Mathematics

TIME:

- INTERDISCIPLINARY WORK is encouraged - Math and Art, Math and Science.
- Schoolwide math CONTESTS.
- PEER TUTORING is scheduled.
- Math is included one hour DAILY.
- Model and PRACTICES after each step of instruction.
- Assign PRACTICE PAGES for homework and not during classtime; classroom time should be for teaching.
- Constant STAFF DEVELOPMENT to continually improve skills in mathematics instruction.
- Textbooks are used mostly as SUPPLEMENTS - direct instruction takes precedence.
- Basic computation strategies and problem solving is taught EVERY DAY.
- Extensive use of PROBLEM SOLVING techniques, rather than rote drill.

AND FOCUS:

- ALGEBRA-GRADE 8 for most students; if they pass test in the spring they go into Geometry at high school.
- A PROBLEM SOLVING contest.
- Addison Wesley's Math Their Way - Kindergarten; Holt Math to grade 5; Silver Burdette; Ginn; CIMS (Comprehensive Instructional Management System).
- MATH CALENDAR is provided to all the teachers for the school year.
- PRETEST is administered and materials are taught, then a posttest is administered to determine progress and mastery.

MASTERY LEARNING:

- PROBLEM SOLVING must be a main thrust of math.
- Work from CONCRETE TO GENERAL, specific to general concepts.
- PACKETS are prepared in advance for small groups and individuals.
- COMPETENCY BASED CURRICULUM along with textbook.

Science

ACTIVE LEARNING:

- REGULAR science with laboratory work.
- SCIENCE WEEKLY is used in grades 1-6 with hands on laboratory programs.
- K-5 programs make wide use of EXPERIMENTATION.
- Science is a regular part of each week's program with services of a TRAVELING SCIENCE TEACHER.
- INDEPENDENT RESEARCH with peers utilizing the "Cooperative Learning Approach" is implemented and encouraged.
- Wide use of SCIENCE KITS with supplemental activities provided by the teacher.
- Grades 5-6 science is an elective in MINI-COURSES taught by teachers, aides and parents.
- The science program is used to REINFORCE READING in the content area.
- TESTING takes place every two weeks to monitor progress.
- A TIMELINE is issued for coverage of pertinent material.
- Science is taught the same as reading using a variety of resources to create REAL LIFE EXPERIENCES.
- The district has WRITTEN UNIT LESSONS in each grade level to teach science using the process skills approach.
- Use the Macmillian Series 3-5; Silver Burdette Primary units; SCIS kits-providing hands on unites and which are heavily discovery based (K-5).

AND SHARING:

- A SCIENCE FAIR is held with participation from all classes.
- Organize a SCIENCE LAB at your school to provide children with hands on approach.
- Work with your BUSINESS PARTNER if they have a science lab.
- A LIFE LAB SCIENCE project stressing science, nutrition and gardening is implemented.
- SCIENTIST IN A SCHOOL project was adopted.

Social Studies

THE WORLD IN OUR OWN BACKYARD:

- Geography is stressed in grade 7 ONE DAY A WEEK.
- CELEBRATIONS are held as school activities.
- A social studies CURRICULUM GUIDE is used extensively.
- Use materials for maps and globes and many other materials which provide HANDS-ON EXPERIENCES.
- Social studies is taught using a variety of resources to create REAL LIFE experiences.
- ORAL REPORTS based on units of work.
- Take children on appropriate FIELD TRIPS.

- Have children do PROJECTS that relate to units being covered.
- Have RESOURCE PEOPLE come from various areas being studied.
- UNIT THEMES relating to "real life" experiences.
- Wide use of speakers and technology--videos and closed circuit.

APPRECIATING OURSELVES AND OTHERS:

- Each class must study at least one CULTURE OR COUNTRY, each term (Native Americans, Africa, Haiti, Puerto Rico).
- At grades 7-8 level we have one semester courses on ISSUES such as the Holocaust, American History, the Civil War, Labor and Immigration History, Government Structures, African History, Central America.
- ORAL HISTORY projects are superb programs.

Critical Thinking

USING WHAT YOU LEARN:

- "Impact Thinking Skills Program" (grade 7).
- "Talents Unlimited" (K-6)
- This is incorporated in the BASAL TEXT we selected.
- Best approached through all SUBJECT MATTER; however some specific computer software is available.
- We use a critical thinking READING program.
- MASTERY LEARNING touches on the higher cognitive skills.
- Writing as a PROCESS APPROACH.
- "Future Problem Solving" (FPS)--Students compete by PROVIDING SOLUTIONS to an identified problem.
- Utilize BLOOM'S TAXONOMY in classroom instruction.
- INSERVICE is provided for staff in this area.
- When CURRICULUM GUIDES were revised, critical thinking instructional techniques were included extensively in every discipline.
- Teacher WORKSHOPS on how to infuse critical thinking skills into all lesson plans, as well as use of a study guide.
- Teachers have designed INSTRUCTIONAL STRATEGIES based on Madeline Hunter's model (EEEE).

Cultural Awareness

PRIDE IN YOURSELF, RESPECTING OTHERS:

- Brotherhood Week.
- Martin Luther King activities, including students marching in city parade.
- Cinco De May activities and assembly.
- Haitian cultural awareness activities.
- Washington Performing Arts program.
- Highlight the 34 COUNTRIES that our students represent.

- Monthly emphasis on MULTICULTURAL ACTIVITIES are part of the curriculum.
- Use of a district multicultural SPECIALIST.
- INCORPORATE in all things, especially in reading materials.
- Utilize RESOURCE PEOPLE and the library media center.
- A VALUES CLARIFICATION program that emphasizes a cultural heritage approach.
- Celebration of ethnic HOLIDAYS.
- African American Heritage Resource Center Ethnic studies are part of the curriculum.
- Black History Month is celebrated during the entire month of February.
- Specific ETHNIC GROUPS will be featured (Asian, Hispanic, and Arabic).
- An area ethnic FESTIVAL.
- Presentations by HUMAN RELATIONS personnel.
- Deliberate efforts are made to purchase BOOKS for the library and classrooms which represent a wide variety of cultures.
- PARENTS visit classrooms to tell their stories and describe their backgrounds firsthand to the children.
- OMNI Arts Inc. "In Person Program" provides performers from the art forms (dance, music, theater, art) once each month.
- ROLE MODELS are provided for students.

Building Self-esteem

BRAINWASHING POSITIVE:

- STUDENT COUNCIL with elected officers grades 3-5.
- School BOOSTER CLUB (KIDS).
- AFTER SCHOOL COMMUNITY ACTIVITIES include visiting and writing senior citizens.
- Student council sponsors programs such as Leadership, Student Conferences; Citywide Participation.
- PRIDE--student cabinet.
- "Caught Being Good" Program.
- MANY ASSEMBLIES are held and every student must be involved in one or more.
- Effective practices in Indian Education (NWREL-Portland).
- ALL activities should be designed to build self-esteem.
- Incentive programs, talent programs, and clubs.
- Schoolwide behavior modification program.
- Super Duper contest.
- Incentives and certificates.
- An organized group of students who have been identified as "at risk" constitute a "WINNERS CLUB," providing tutoring, mentoring, and instruction in value clarification.

- SPEAKERS are scheduled to motivate students' self-esteem. This is our "Yes, I Can" series.
- PEER MEDIATION program.
- STUDENT OF THE WEEK is selected and scheduled to have lunch with the principal, and be the "Principal's Shadow."
- "TRIBES" has been implemented on a schoolwide basis for building students' self-esteem and self-responsibility. Lots of AWARDS at all grade levels.

Incentives and Awards

PAY OFF ON SUCCESS:

- SPECIAL RECOGNITION, such as student of the week and those with straight A's.
- New TEACHER OF THE YEAR Awards.
- Awards ASSEMBLIES are held at the end of each term with awards given for perfect attendance, honor roll, Principal's Award, Subject Awards, School Spirit Awards.
- Recognition given in the DAILY BULLETIN.
- Good News PHONE CALLS are made regularly.
- Honor Society.
- DECA Club honoring students.
- Science Award.
- Lunchroom Incentive Program.
- Principal's Award for High Achievement and most improved.
- Daily "Caught Being Good" Award.
- ATTENDANCE AWARDS.
- Teachers can earn TIME OFF with pay by recognizing super students.
- Incentives and awards are given EVERY DAY.
- Positive PICTURES of children are displayed throughout the school.
- Classroom INCENTIVES: buttons, ribbons, stickers, candy, student of the week.
- An end-of-the-year BREAKFAST is held.
- A RETREAT for teachers.
- Staff is recognized for the highest student ACHIEVEMENT in each grade.

Fundraising/Acquiring materials and resources

- BUSINESS PARTNERSHIPS
- GRANT WRITING: John Hancock, Polaroid, Boston Foundation, Private Donors, and Alumni.
- Used furniture warehouse.
- Solicit DONATIONS from private business.
- FUND RAISING candy sales and raffles.
- PARENT GROUP FUND sponsored by businesses.

- School store operated by students.
- Book sale.
- Paper and aluminum can drive.
- PARENTS fund-raising committee.
- A strong WORKING RELATIONSHIP between the principal and top management in budgeting, supplies, and materials.

Partners for success with our community

BUSINESS COMMUNITY:

- John Hancock Insurance Company.
- IBM.
- Mattapan Board of Trade.
- Bureau of National Alliance.
- Allstate Insurance Co.
- Community outreach program for seventh and eighth-graders apprenticeship program, utilizing 50 businesses.
- Grants from five or six private businesses.
- Now forming a "compact" with a business.
- Partnership provides funding for hiring teacher assistants to reinforce instruction in reading and math.
- Sutherland Lumber Co. provides office materials and unlimited xeroxing and paper.
- Adopt-A-Class or School program by local businesses.
- Initiating a partnership with Stroh's Inc.
- Nevada National Bank: Speakers and presenters from economics units.
- Burger King and McDonalds provide all lunches for "Lunch with the Principal" program.

COLLEGES AND UNIVERSITIES:

- Boston College.
- Students are sent from American Catholic University and University of District Columbia.
- Major allegiance with college education departments using education students as volunteers.
- Work with Pacific Oaks College to train student teachers.
- Hunter College Mentor Program.
- Staff programs at Wayne State University.
- Lesley College: Literacy Center writing program "It's Terrific."
- Harvard University: School adopted by Levert House (30 big brothers/big sisters, tutoring, after-school homework center, special mentors, volunteers for mini-courses).
- Practice teachers: Boston University, Northeastern, Emmanuel, Boston College, Harvard, Lesley, Suffolk University, Wheelock.

- Our kids use the university library with training by university students and staff.
- A regional center for University of Wisconsin, Milwaukee student teachers field experience.
- University of Nevada, Las Vegas: Our school has a partnership with the Biology Department.

COMMUNITY AT LARGE:

- Boston police.
- Civic Association Community Advisory Council.
- Computer paper from parents and their employers.
- Staff development: computer training "Workshops for Making Things."
- Community-based Drug Awareness Program.
- Community agencies for counseling and services for children and parents.
- Increased parent involvement in all aspects of school support (grant writing, maintaining facility, planning, volunteer support).

"All successful organizations have three common ingredients--feeling, time and focus--you have to care passionately about what you are doing, you must spend time on it, and you have to have a focus."

PUTTING THE PLAN INTO ACTION

Success in 'turning around' an elementary school is not accidental. Furthermore, it is evident from these success stories that there are some common key steps or elements each has followed.

Organize for Improvement

A school leadership team is essential to manage the planning and implementation of improvements in the school. Equally important in achieving success is involving other school staff members, district personnel, and parents jointly in the school improvement effort. The principal takes the lead, but all staff are informed that an improvement effort is taking place. They are introduced to both the improvement concepts and the improvement process. The principal points out opportunities for staff involvement in planning and implementation of improvements at specific steps in the process and coordinates selection of the leadership team.

Study Effective Schooling Practices and Characteristics

Successful improvement efforts are based on effective schooling practices and characteristics associated with improvements in student performance. These "effective schooling practices" include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management; firm, consistent discipline; close monitoring of student performance; and strong instructional leadership.

Profile Student Performance

To make changes for improvement, it is necessary to know what is actually taking place in the school. Current levels of student performance must be identified to guide the planning for focused improvement. The leadership team collects data about student performance, and these data are summarized into a school "profile," providing a broad picture of the performance of students across many or all curriculum areas.

Set a Goal for Improvement

Managed change is most effective when focused on specific priority goals. When school-wide efforts for improvement are tied to this goal, a commonality of purpose gives strength to improvement work. The entire school staff must be involved in the identification of a schoolwide goal.

Check Current Instructional Practices

An analysis of current instructional practice is necessary to determine where practices can be changed to meet improvement goals. It is important to know the degree to which effective schooling practices are currently in place in the school. Student and parent perceptions of school practices are important. The purpose of this information is to get a picture of practice across content areas, grade levels and classrooms in the school.

Develop a Plan for Improvement

Once the goal is established and current levels of practice identified, the next step is to select ways to change practice to meet the improvement goal. Instructional methods and techniques are selected which can contribute to the improvement of student performance in the goal area.

Prepare for Implementation

There must be a plan for putting selected effective schooling practices into operation in the school. Responsibilities are assigned, materials are developed, necessary resources are identified and timelines are established for implementation of practices related to the goal area.

Implement the Plan

According to the plan, the new practices are implemented in the school. The leadership team manages the implementation, working with all staff members.

Monitor Implementation

To assure progress toward planned improvements, completion of activities specified by the plan must be monitored for adherence to the overall prescription for improvement. In addition, as the school progresses toward full implementation, student performance is monitored to evaluate impact of the improvements. Based on monitoring, adjustments are made as needed to improve effectiveness.

Evaluate Progress and Renew Efforts

At the end of the first cycle of improvement (usually the specified target date for full implementation), the entire staff reviews improvement results. They identify strengths and weaknesses of the plan and its implementation, and they recommend ways to improve the schoolwide approach. The staff and leadership team discuss the improvement effort and decide whether the school should continue to work in the original goal area or move on to a new goal.

YEAR ONE

MONTH 1

Assess Strengths and Needs

Elicit assistance of staff and parents to collect and collate HARD CORE DATA including:

- History of students achievement levels
- Current test results
- Attendance and suspension patterns
- Instructional materials
- Homework procedures policies and current practices
- Condition of the physical plant including safety and appearance
- Discipline and behavior
- Existing rules and standards
- Communication with staff, students and parents
- Quality and quantity of parent and student involvement with the school.
- Student and staff population

Analyze The Curriculum and Instruction

- State and local mandates
- Existing program design
- Implementation, monitoring and evaluation systems
- Staff development
- Staff evaluation

High expectations are publicized from the beginning. Excuses (for failure) are systematically buried with the other trash.

Internalize Effective School Practices

- Study effective schools research
- Observe an effective school(s) personally
- Network with other successful principals, teachers and parents
- Identify teachers and practices that currently demonstrate effective practices and reward publicly—in staff meetings, before parent groups, and in the community.

The stage is set for high expectations beginning with the principal. All staff know what the norm should be measured by.

MONTH 2

Establishing a philosophy is essential. Communicate a vision to staff, students, and parents--vision of academic success for all students.

Form a Core Leadership Team

The leadership team should reflect race, gender, job classification, and grade levels of the school including:

- Administration
- Staff
- Parents
- Union representative

Develop a School Profile Based on Hard Core Data

- Profile of students' achievement--collectively and individually
- Profile of staff
- Profile of the community
- Description of School's strengths and weaknesses

Develop a Mission Statement

Based on the school profile develop the mission statement into an action plan for the year. Plans should be prepared for each area including:

- Curriculum
- Performance objectives
- Staff development
- Evaluation process
- Support
- Design and organize appropriate handbooks

It may be necessary for the principal to dictate some major changes quickly, i.e., facility repair and student discipline. These immediate successes can be used as a springboard for future, more abstract changes.

MONTH 3

Publicize Openly - The Good News, The Bad News and Plans for Improvement

Orient all teachers and staff
Communicate clear expectations
Develop lesson and unit plans to meet goals
Implement the support plan

Begin Ongoing Staff Development and Monitor Progress Regularly

*Be in every classroom everyday. Ask teachers three simple questions:
What are you doing? How does it relate to what you did yesterday?
How does it relate to what you will do tomorrow?*

Begin The Evaluation and Assessment Process

MONTHS 4-5

Review and Monitor Student Achievement By School, Grade, Class and Individual

MONTHS 6-7

- Continue implementation of plans
- Continue staff development
- Publicly recognize successes
- Conduct frequent monitoring and committee meetings

MONTH 8

- Refine long range plans and make appropriate changes

MONTH 9

- Plan appropriate standardized testing procedures
- Monitor progress

MONTHS 10-11

- Monitor implementation of testing
- Monitor end of year activities
- Develop a new complete school profile

MONTH 12

- Reassess programs and priorities
- Adjust school plan for next year
- Involve staff in professional development programs
- based on school profile and assessment of needs

YEAR TWO

Begin Again, Building On Previous Successes and Addressing Remaining Needs

- Restate mission of school frequently
- Re-emphasize high expectations of performance by staff and students
- Involve staff and parents in problem solving and decision making
- Publicize results of performance and shoot toward new goals
- Reward success often
- Monitor progress and performance of all areas regularly
- Study and internalize effective schools research
- Network with other successful schools

Message from Felton Johnson . . .

The National Association for Schools of Excellence (NASE) was incorporated in 1989 with 22 principals as charter members. The group initially was brought together by AMA Head Start and the Tom Peters Group. The first conference was held in July, 1988, at Gearhart, Oregon, and the second meeting November, 1988, at Rippling River, Oregon. We concluded our third meeting during November, 1989. We want to thank the Oregon Business Community for financing all three conferences. Additionally, we appreciate the on going support of Oregon Governor Neil Goldschmidt and Senator Mark Hatfield.

The purpose of this organization of nationally recognized educators who are successfully educating low income children is to influence national policy that will foster equity and excellence in the education of all children. Further, we will accomplish this by advocacy, and charting a course for positive change in the education of America's undereducated children. Specifically, NASE supports the following steps toward meaningful educational reform:

- Establishment of National Standards for educational performance which are identified with input from successful practitioners
- Flexibility in the use of federal funds to foster innovation and academic excellence for all children
- Establishment of national policy that would reward innovation and academically successful schools
- Implementation of genuine accountability for the successful education of all children

NASE will form business partnerships and alliances and expand the membership by including other educators who have beat the odds and performed beyond expectations in creating success for all students.

We believe, and have demonstrated, that ALL CHILDREN CAN LEARN. The time for reform is now and we encourage you to join us in our efforts.

Felton Johnson, *President*
National Association for Schools of Excellence

NATIONAL ASSOCIATION FOR SCHOOLS OF EXCELLENCE (NASE)

Position Statement

The National Association For Schools of Excellence (NASE) was incorporated in 1989 with 22 principals as charter members. The group initially was brought together by AMA Head Start and The Tom Peters Group. The first conference was held in July, 1988, at Gearhart, Oregon, and the second meeting November, 1988, at Rippling River, Oregon. The third meeting was conducted during November, 1989. All three meetings were made possible by the generous support of the Oregon Business Community as well as the on-going support of Governor Neil Goldschmidt and Senator Mark O. Hatfield.

The purpose of this organization of nationally recognized educators who are successfully educating low income children is to influence national policy that will foster equity and excellence in the education of all children. This will be accomplished by advocacy, and charting a course for positive change in the education of America's undereducated children. Specifically, NASE supports the following steps toward meaningful educational reform:

- Establishment of NATIONAL STANDARDS FOR EDUCATIONAL PERFORMANCE. These standards should be identified with major input from successful practitioners. These standards should reflect levels equal to or above the highest international student performance. This would necessitate the immediate and on going assessment of student performance in other countries and a dynamic process of continually upgrading this information.
- Implementation of GENUINE ACCOUNTABILITY for the successful education of all children. Student performance and progress toward national goals must be monitored regularly at the local, state and national levels for the purpose of improving schools which are not progressing adequately and rewarding schools which are successfully educating all children.
- Once National Standards for student performance have been established, and a system of genuine accountability implemented, schools should be afforded the FLEXIBILITY TO UTILIZE EXISTING FUNDING sources to best reach these goals, addressing local needs and fostering creativity and innovation.
- Establishment of a national policy that would REWARD INNOVATION AND ACADEMICALLY SUCCESSFUL SCHOOLS, social and tangible rewards that reflect our nation's values. If an excellent and equitable education for all children is truly a national priority, commensurate rewards should be in place to promote successful practices, and dedicated, innovative educators.
- Assurance that children enter the public school system ready to learn through the provision of a COMPREHENSIVE, QUALITY PRESCHOOL-DAYCARE PROGRAM FOR ALL CHILDREN AT-RISK. Preparing children prior to kindergarten or first grade will optimize their ability to access the education system which awaits them.
- Incorporation of curriculum at the elementary and secondary levels which teaches students a sense of CIVIC CONSCIOUSNESS, preparing students to participate responsibly and humanely in a democratic society.
- Preparation of students to ENTER THE WORKFORCE SUCCESSFULLY emphasizing skills and information which allow students to access a wide variety of college and vocational opportunities.

NASE will form business partnerships and alliances and expand the membership by including other educators who have beat the odds and performed beyond expectations in creating success for all students. We believe, and have demonstrated, that ALL CHILDREN CAN LEARN. The time for reform is now and we encourage you to include successful practitioners such as ourselves in the dialogue and implementation of national education reform.

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Partners for Success

Business & Education

Black kids can't learn.
Kids from low income families can't learn.
Kids with only one parent can't learn.
WRONG! WRONG!! WRONG!!!

Children in precisely those circumstances are high academic achievers in the inner cities of Los Angeles, Washington, D.C., Boston, and the poverty-ridden neighborhoods of Harlem, Dallas, Brooklyn, Detroit, Milwaukee, South Bronx, Las Vegas, Pasadena, Newark, Louisville, Kansas City, and even Havre, Montana.

A score of hand-picked elementary school principals from these and other cities shared their successes—*things they are doing right for at-risk students*—in unique gatherings in unlikely Oregon.

Instead of shotgunning all of public education's ills, these dedicated administrator/educators were rifleshooting what each believes is this nation's most pressing socioeconomic dilemma.

They are dedicated to getting targeted children into schools and keeping them there long enough to learn what they need to succeed and rise above conditions into which they were born.

Traditional minority populations are on the verge of becoming a combined majority. And in the face of a rapidly evolving information-based economy, expansion of literacy among the new majority is an element vital to national welfare.

The economic importance of their common mission is emphasized by a recent study showing the cost to society for this nation's annual class of school dropouts is \$240 billion over their lifetime.

Impetus for the gatherings came from Ronald D. Herndon, director of the AMA Head Start Program in Portland, and president of the National Head Start Directors Association. His concept of an education "skunkworks" captured early support from Tom Peters, coauthor of *In Search of Excellence*, whose Palo Alto based consulting group waived fees to help coordinate and conduct the initial gathering, titled "Partners for Success: Business and Education."

Herndon also received support from leading Oregon politicians, the state's business community, and the Northwest Regional Education Laboratory to finance the public/private partnership effort.

Through the U.S. Department of Education, and other agencies and institutions, a roster of "blue ribbon" participants was developed and each was invited to participate in a July 1988 meeting on the Oregon coast, a followup session near Mount Hood in November 1988, and finally in Portland in November 1989. The content of this booklet and the companion video are drawn from these meetings.

This initial group of principals also formed the National Association for Schools of Excellence (NASE), incorporated in Oregon in 1989. For further information contact:

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